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ABSTRACT

This document contains descriptions of projects in guidance, physical education and social studies which were developed by participants in workshops for nondiscriminatory curriculum development training. Projects and appendices in the guidance section include plans for field trips and open houses in nontraditional careers for men and women; for revision of a high school planning guide to meet sex-fair regulations; and for computing of new sex-free norms for an aptitude test. Physical education studies include: a survey of student interest in sports, looking toward the establishment of an intramural sports program; a workshop for community recreational personnel and school staff in the equal education laws; coeducational units in new sports areas, such as wrestling, square dancing, gymnastics and weight training; and a coeducational elementary obstacle course unit. Among the social studies projects listed are: an inservice workshop for staff, a consciousness raising unit for middle and high school students; a local history research project involving women as subjects; and a study of women in history, utilizing biography and an enactment of the Susan B. Anthony trial. (Author/KR)

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**STRATEGIES FOR EQUALITY:
GUIDANCE
SOCIAL STUDIES
PHYSICAL EDUCATION**

U.S. DEPARTMENT OF HEALTH,
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The Training Institute for Sex Desegregation of the Public Schools at Rutgers University is sponsored jointly by the University Extension Division and the Women's Studies Institute. The purpose of the institute is to improve the ability of school personnel to deal effectively with educational change mandated by federal and state sex desegregation laws. Activities include training for all levels of staff to promote equal opportunity as well as specialized workshops dealing with curriculum in specific subject areas. In addition, technical assistance and development of materials are provided when school districts express a need.

* * * * *

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INTRODUCTION

In 1975-76, the training institute conducted two programs of workshops for eleven participating school districts. The first consisted of four three-hour sessions in each district designed to help educators become aware of and deal with some of the problems and issues in sex discrimination. The second set, from which these projects came, provided in-depth curriculum development training for personnel in specific disciplines.

In 1975-76, Phase II workshops concentrated on physical education, social studies, and guidance. The institute designed an eighteen-hour (three-day) course for each discipline. Teachers and counselors attended the appropriate course in order to get intensive training in equal education and aid in setting up a project aimed at curricular change.

At session three of each course the trainees reported on the projects which they had carried out during the eight-week interval between sessions two and three. In their reports on the goals, implementation, and evaluation of their projects, sponsors discussed problems that arose, answered questions, and suggested modifications. *Strategies for Equality* contains much of their work.

PART I: STRATEGIES FOR EQUALITY: GUIDANCE includes projects in the following areas:

- A. Resource guide to aid staff in the development of sex-fair counseling and guidance
- B. Revision of a high school planning guide to meet sex-fair regulations
- C. Field trips and open houses in nontraditional careers for men and women
- D. Compilation of a directory of nontraditional career resource persons
- E. Consciousness-raising workshops for junior high and high school students and staff
- F. Computation of new sex-free norms for an aptitude test.

PART II: STRATEGIES FOR EQUALITY: PHYSICAL EDUCATION includes projects in the following areas:

- A. Survey of student interest in sports toward establishing an intramural sports program
- B. Workshop for community recreational personnel and school staff in the equal education laws
- C. Co-educational units in new sports areas, such as wrestling, square dancing, gymnastics, and weight training
- D. Co-ed elementary obstacle course unit.

PART III: STRATEGIES FOR EQUALITY: SOCIAL STUDIES includes projects in the following areas:

- A. In-service workshop for staff
- B. Consciousness-raising units for middle and high school students, involving textbooks, media, and advertising, analysis for sexism, and exercises in values clarification
- C. Local history research project involving women as the subjects
- D. Women in history through biography and an enactment of the trial of Susan B. Anthony.

Through the development and publication of these projects, the institute is carrying out three of its major objectives:

- to provide help in developing non-sexist and non-racist curricula (including supplementary materials and the evaluation of existing materials);
- to provide major assistance in curricular and extracurricular change;
- to make available the resources of the institute (especially by providing sex-fair materials so that educators can pursue their own research).

Toward this objective, the institute provided assistance in the form of suggestions for projects, consultants and materials to implement the projects, and a small stipend to all the teachers, counselors, and supervisors who participated in the training and the project implementation.

The projects have been reproduced here in the hope that they will be replicated and improved upon by other educators. If they stimulate other ideas and projects, the institute will have accomplished its goal of assisting school personnel to become significant participants in promoting change to reduce sex discrimination.

PART I
STRATEGIES FOR EQUALITY: GUIDANCE

Project 1

A Counselor/Teacher Resource Guide for Sex Fair Counseling and Guidance

Andre Apostol, JoAnn Magistro
East Brunswick School District

I. GOALS:

- A. To provide teachers and counselors with the materials needed to begin to make changes required by the equal education laws.
- B. To provide these materials through the development of a resource guide containing:
 - 1. Information about federal and state laws pertaining to sex discrimination in education.
 - 2. Practical activities for creating awareness among staff and students.
 - 3. Guidelines for evaluating educational materials.
 - 4. A bibliography and resource section.
- C. To use the guide as a basis for in-service workshops for all staff members.

II. PROJECT DESCRIPTION:

- A. The project sponsors developed a resource guide and gathered materials to include in the guide. They decided to organize the guide in a loose-leaf notebook because it could be continually revised and updated. There were five major categories of information:
 - 1. Introduction: federal and state laws and their implications for school personnel, as well as factual information about women and work in relation to men and male work patterns.
 - 2. Self-Awareness for Counselors and Teachers: attitudinal questionnaires, counseling exercises, tips for non-stereotyped teaching, and examples of discriminatory ideas and practices (for examples, see Appendix B).
 - 3. Self-Awareness Activities for Elementary and Secondary Students: appropriate activities for different grade levels, including self-evaluation questionnaires, value clarification exercises, discussion questions and topics, simulation games, and strategies for changing stereotypes (for examples, see Appendix B).
 - 4. Evaluating Materials: checklists and guidelines for analyzing educational materials.
 - 5. Bibliographic Resources.
- B. The guide was distributed to all the counselors, department chairpersons, administrators, and board of education members in the East Brunswick district.
- C. A resource file was also established in the affirmative action office; information about new materials in the file will be circulated to the staff and will be available for staff use.
- D. An in-service workshop is being planned to acquaint the staff with the resource guide and to explain how to use materials with students.

III. PROJECT EVALUATION:

- A. Since there was an abundance of available materials, most of the project sponsors' time was spent reading, selecting, and categorizing the most recent and appropriate items for inclusion in the guide. As teachers and counselors begin using and evaluating the materials, decisions will be made on which materials are useful from an educator's perspective.
- B. The main expense for this project is the cost of paper and reproduction of materials. This will vary, depending on the length of the guide and the persons who are to receive it.

IV. RECOMMENDATIONS:

- A. It is useful for all districts to have readily available such a resource guide. It could be developed by individual districts or jointly by several districts (perhaps through county or regional educational offices).
- B. Because the process of compiling the materials for inclusion in the guide is an effective way of sensitizing staff members to some of the issues related to sex discrimination in education, it is recommended that as many people as possible be included in this process. It might also become a class project to ensure student involvement.
- C. Before including the questionnaires, attitudinal surveys, exercises, and simulations, it would be useful to have staff and students pretest them. This would not only result in more selectivity, but in more input toward revision of some of the materials.
- D. Students and staff members should be encouraged to develop new materials and resources for eventual inclusion in a guide:
 - 1. One example is a directory of community people in non-traditional careers (see Project 15).
 - 2. Another possibility is student research papers on appropriate topics. For example, a class project might focus on evaluating texts and materials currently used in the district.
- E. Districts might establish communication networks with each other in order to share newly developed or revised materials. Perhaps this could be accomplished as a function of the affirmative action officers.
- F. It would be helpful for part of the resource guide to contain materials appropriate for parents and community. These could be circulated through the PTA's, the League of Women Voters and other groups that are involved in the educational system. Perhaps this would result in a separate handbook for community people, which would provide information on sex-fair guidance and counseling, and create an awareness of sex discrimination in education.

Project 2

Revision of a High School Planning Guide and Counseling for Nontraditional Courses

Anne Shiffman, Richard Evans
Highland Park School District

I. GOALS:

- A. To revise the Highland Park High School Planning Guide according to sex-fair guidelines, and to orient guidance counselors concerning the revisions.
- B. To encourage students through counseling sessions to register for courses previously selected predominantly by one sex, e.g. shop for males, home economics for females.
- C. To focus on nontraditional careers through a media campaign aimed at reinforcing new concepts in non-stereotyped career options.

II. PROJECT DESCRIPTION:

- A. The Highland Park High School Program Planning Guide was re-written to eliminate all sexist language and references, in accordance with federal and state legislation. The New Jersey Administrative Code states, "There shall be no differential requirements for completion of course offerings or courses of study solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status." Some of the changes included:
 1. Substituting "students" for references to "boys" and "girls."
 2. Substituting "they" or "the student's" for references to "he" and "his."
 3. Changing "man's impact on the environment" to "human's impact"
- B. The revisions were done by enlisting numerous school personnel:
 1. Counselors, administrators, department chairpersons, and the district affirmative action officer participated in the revision process.
 2. The revisions were then reviewed during meetings with all the guidance counselors, prior to student counseling.
- C. Meetings with students and parents were held:
 1. Four counselors met in April with the eighth grade students who would be entering high school in the fall, to encourage them to elect courses traditionally considered "male" or "female." Examples are:
 - a) Courses traditionally female are "Women and the Development of America" and home economics courses.
 - b) Courses which are predominantly male are industrial arts.
 2. High school counselors also met with twenty-six groups of secondary students (grades 9, 10, 11) in English class groupings.
 3. The guidance director conducted an evening meeting with parents of eighth graders to discuss course

selection, with an emphasis on selecting non-traditional courses.

- D. A bulletin board was prepared with materials relating to nontraditional career opportunities for both sexes. Some of the materials used included:
 1. Photographs of students engaging in the non-traditional courses, such as boys in cooking and girls in woodworking.
 2. Posters showing men and women in nontraditional careers, such as female truck drivers and train engineers, male nurses.
 3. Newspapers, brochures, and magazine articles concerning people who have assumed new or non-traditional roles; as an example, see the article accompanying Project VII entitled "House Husband Happy in His Role."

III. PROJECT EVALUATION:

- A. The inclusion of many personnel in the revision process of the Highland Park Program Planning Guide was an effective method of sensitizing educators to the subtleties and pervasiveness of sex-role stereotyping in one segment of the educational system.
 1. Counselors began to realize how the use of male pronouns in advanced science courses tends to reinforce patterns which encourage males and discourage females.
 2. As various groups reviewed the changes in the Program Planning Guide, many stimulating discussions developed.
- B. The counseling aspect of the project had the following impact:
 1. Parents, students, and other counselors all responded in a cooperative and interested manner.
 2. Twenty boys, as compared to two last year, are planning to take the course "Women in the Development of America."
 3. It is still unknown if this year's eighth graders will opt for more nontraditional careers because of these efforts, but the project sponsors feel there was more flexibility in student attitudes as a result of exposure to increased options.
- C. Although students reacted positively to the bulletin board, it is difficult to assess the impact of this activity. Color photos taken of students enrolled in non-traditional courses were mounted in the guidance offices where students could view them. The displays dramatized the new career and curriculum ideas introduced by the guidance counselors, and contributed to increased student and personnel awareness.

IV. RECOMMENDATIONS:

- A. Revision of school planning guides is an important first step every guidance department must take in its evaluation and revision of guidance materials.
- B. To highlight new, nontraditional course offerings, a continuing series of similar bulletin board displays which would lead to increased awareness of the issues involved might be assigned to students or classes.
- C. Supplementing bulletin boards with other media produced by and about the students would also be an aid to creating a new awareness. For example, students might produce a slide show or video tape focusing on new career opportunities or sex-fair classes which could be shown in the school libraries, guidance offices, public library; or to parents, students, and other faculty.
- D. Revision of a course selection guide might be used as the basis for a thorough curriculum evaluation. In revising the course selection booklet, questions about the curriculum should lead to review of particular courses. For example, in addition to inclusion of courses such as "Women and the Development of America," it would be valuable to see if the contributions of women writers could be integrated into all literature courses.
- E. Since course selection guides are revised annually, it would be useful to have them done by different staff members each year. The revision process provides an effective and nonthreatening device for sensitizing staff members to sex-role stereotyping in the educational system. It is also a means of gathering support for such a project.

Project 3

Field Trips to an Engineering and Agricultural College

Anthony Del Mastro

New Brunswick School District

I. GOALS:

- A. To introduce girls to traditionally male careers through a first-hand experience in a college open house.
- B. To encourage these students to consider careers not traditionally sought by women through follow-up discussions and activities.

II. PROJECT DESCRIPTION:

- A. The project sponsor decided to introduce a select group of sixth grade girls to engineering careers through a visit to the Rutgers College of Engineering Open House.
 - 1. Eight sixth grade girls were selected from the higher math and reading groups.
 - 2. Those selected had indicated an interest in college, but had not yet selected a particular career goal.
- B. Prior to the field trip, the sponsor conducted three group discussions with the students using *Career World* (a monthly publication with a special issue on Engineering) and the *Rutgers Engineering Admissions Catalog*.
- C. Some components of the field trip were:
 - 1. The guide was a female engineering student who provided a positive role model for the students.
 - 2. Meetings were held with some engineering faculty who answered questions, discussed engineering concepts, and explained the various exhibits.
 - 3. Discussions about engineering opportunities for females were held with both the professors and the guide.

- D. Afterward, the students selected a particular engineering concept or area and did a research paper to share with the other students.
- E. A second field trip was made to the College of Agriculture to gain first-hand experience about engineering concepts in agriculture. Here, too, the students were introduced to both professors and students.
- F. Slides of both tours were taken to reinforce the experience and to generate interest among other students who might see them at a career day program.

III. PROJECT EVALUATION:

- A. Taking students to programs sponsored by local colleges, businesses, and industries provides an inexpensive and interesting means of introducing students to new and nontraditional career options.
- B. In addition to generating enthusiasm for specific careers, such trips may also motivate students toward higher academic achievement.
- C. Preparation for the trip, along with using follow-up research reports, group discussions, slide presentations, mini-workshops, or other activities, is essential in making the experience meaningful for the students and in reinforcing the initial enthusiasm.
- D. Introducing students to female role models in male-dominated fields is a particularly effective tool in stimulating student interest in new career options.

IV. RECOMMENDATIONS:

- A. The initial interest and enthusiasm stimulated by the field trip will need reinforcement as the students continue their education. Some suggested future activities include:
 1. The students might observe engineering classes, lab experiments, or meet with female engineering students.
 2. With the assistance of a guidance counselor, the students might integrate topics related to engineering into their English, social studies and science classes. Some examples are:
 - a) Book reports on famous engineers
 - b) Reports on specific engineering advances
 - c) Research on the social impact of specific engineering achievements, such as the environmental effects of technological change.
 3. Students should be counseled to enroll in the appropriate advanced courses, such as electives in math, science, and mechanical drawing.
 4. High school science teachers might include engineering projects in the curriculum, or special projects in independent research might be developed for those students interested in engineering.
 5. Continued interest by students might result in the formation of an engineering club as a cocurricular or extracurricular activity.
- B. Visits to the school by female engineering students or female students preparing for other traditionally male occupations to make presentations, share experiments, and lead discussion groups would provide an opportunity for high school students to meet with some of their "contemporaries" in a positive setting.
 1. It would be particularly effective to have graduates of the school return to speak at these programs.
 2. This activity on a regular basis would also present high school students with a chance to make more realistic appraisals of college life and curriculum.
- C. This entire program could be worked in reverse by introducing male students to career options usually considered appropriate only for females, such as nursing and home economics. It could also serve as a means to encourage minority students to aspire to new careers, or it could be used for other nontraditional female careers.
- D. Production of pictures or slides of the trip could be used to stimulate other students to discuss and think about nontraditional careers.
- E. Guidance counselors should evaluate the success of this specific project by observing the students in junior and senior high school to see if they show more interest in an engineering, science, or math related career field.

Project 4

Computation of Local Sex-Free Norms for the Differential Aptitude Test

Frances Livingston, Anthony Zitelli
Madison School District

I. GOALS:

- A. To bring the school district into compliance with New Jersey Title 6 by developing a set of sex-free norms for the Differential Aptitude Test.
 1. N.J. Chapter 6:4-1.5 (g) states: "School personnel shall not use tests, procedures, or other guidance and counseling materials which are differentiated or stereotyped on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status."
 2. Title IX 86:36 (b) says "A recipient which uses testing or other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students unless such different materials cover the same occupations and interest areas and the use of such different materials is shown to be essential to eliminate sex bias."

- B. To compare the differences between the male and female national norms on four specific high school aptitude tests and then to compute local sex-free norms applicable to both male and female students.
- C. To demonstrate why the use of norms based on sex is educationally unsound and misleading for parents, students, and educators.

II. PROJECT DESCRIPTION:

- A. The Differential Aptitude Test was administered to 243 eighth graders during January, 1976.
- B. In March, 1976, the scores for the 243 students were received, along with a national male and female norm. Each individual male and female student's score was compared to the national male or female norm. For example:

Male student:
score of 57/national male norm of 50;
Female student:
score of 57/national female norm of 30.

II. PROJECT DESCRIPTION (Continued):

C. The project sponsors identified four tests, three of which showed significant differences. These were the tests in:

1. Abstract reasoning
2. Clerical speed and accuracy
3. Mechanical reasoning
4. Spelling.

D. During April and May, 1976, the sponsors examined in detail the raw scores and corresponding national norms for all 243 students. For each student, a local, sex-fair norm was computed by comparing that student to all other students in the district.

1. On the abstract reasoning test, the national male and female norms were almost exactly the same for students with the same raw scores. In those instances where differences appeared, the female norm was five points higher than the male norm: for the same raw score. However, the resulting locally computed norm is significantly lower because of the large number of students in the district who scored higher than the national average on that test.

For example:

raw score — 35	raw score — 39
male norm — 70	male norm — 85
female norm — 70	female norm — 90
local norm — 50	local norm — 70

2. On the clerical speed and accuracy test, there were some instances of a 25-point differential in norm score for the same raw score. Again, a lower local norm was evident, except for the very low and very high scores on this test. Females need higher scores than males to fall into equivalent percentiles because girls as a group tend to score higher than boys as a group. Since competition is stiffer, the same raw score results in a lower percentile and lower norms because there are more girls who have higher scores.

For example:

- a) A female student with a raw score of 44 falls into the 50th percentile nationally, while a male with the same score falls into the 75th percentile. In order for the female to fall into the 75th percentile, she requires a raw score of 50 or 51.
 - b) Locally, a student with a raw score of 44 would fall into the 45th percentile.
 - c) A raw score of 24 puts both boys and girls into the 5th percentile nationally and locally, while a raw score of 67 puts all students into the 99th percentile nationally and locally.
3. On the mechanical reasoning test, there were a number of cases reflecting as much as a 40 point difference for males and females with the same scores. The local norms usually fell somewhere in between the male and female norms. On this test, males need higher scores to fall into female equivalent percentiles because boys, as a group, tend to score higher than the girls as a group. The same

raw score for a boy results in a lower percentile because there are more boys who have higher scores. For example:

- a) A female with a raw score of 42 is in the 85th percentile, while a male with a 42 is in the 45th percentile. The local norm is 60.
 - b) A female with a raw score of 50 is in the 99th percentile, while a male with the same score is in the 75th percentile. The local norm would place both students in the 90th percentile.
4. On the spelling test, the scores revealed numerous cases of a fifteen to twenty point differential for students with the same scores. The local norm usually fell somewhere in between the two norms. On this test, female students required higher scores than males to fall into equivalent percentiles. This is a result of the fact that girls, as a group, tend to score higher on spelling tests than boys as a group, and thus require higher scores to fall into the higher percentiles.

For example:

- a) A raw score of 65 for a female would place her in the 50th percentile, while the same score for a male would place him in the 70th percentile. The local norm is 60.
- b) A raw score of 75 would place a girl in the 70th percentile and a male into the 85th percentile. The local norm is 80.

III. PROJECT EVALUATION:

- A. The project was useful because it showed that national norms create distortions about student aptitudes, based on sex, and perpetuate sex stereotyped attitudes concerning the abilities of students. For example, a girl with a score of 44 would seem to have a lower aptitude for clerical speed, because she falls into the 50th percentile, while a male with the same score seems to have a higher aptitude because he falls into the 75th percentile.
- B. The computation of local sex-free norms is valuable because they are more accurate reflections of each student's aptitude regardless of sex.
- C. The project may result in time-saving in the future:
 1. Explanations to parents of the differences between the male and female national norms is time-consuming.
 2. Counselors often have to defend the district's use of sex-biased national norms.
 3. Local sex-free norms are easy to understand and often require no further explanation.

IV. RECOMMENDATIONS:

- A. Guidance counselors and other educators should pressure test publishers to develop nonsexist national norms, along with nonsexist local norms, for each district (see Bibliography for materials on testing).

IV. RECOMMENDATIONS (Continued):

- B. Computation of local norms could be done by computer, if available; or as an independent study project for advanced math students or those learning how to use the computer.
- C. Similar studies and computations should be done for other aptitude tests with separate male-female norms.

- D. All tests, whether conducted by guidance departments or by classroom teachers, should be scrutinized for sex bias in language, norms, or utilizations because this is one of the initial steps in the development of a sex-fair guidance program.

Project 5

Compilation of Directory of Women in Nontraditional Careers

Thelma Bornheimer

West Windsor-Plainsboro School District

I. GOALS:

- A. To provide role models of women in nontraditional careers through the development and publication of a list of women in the Mercer County area who are employed in nontraditional careers and who would be willing to speak with students about career options.
- B. To gain optimum circulation of such a list by publishing and distributing the directory to other guidance counselors and school districts in the area.

- C. The most difficult aspect of the project was the location of women in blue collar nontraditional careers. There was no similar problem in finding female professionals.
- D. Because the list contains the names of women within a ten to fifteen mile radius of the school district, it can be used by other nearby districts as a nucleus list to expand.

II. PROJECT DESCRIPTION:

- A. The Nontraditional Career Directory developed in a pyramid fashion; that is, the project sponsor obtained the names of three or four women currently engaged in nontraditional careers. Then she phoned each of these contacts who gave her the names of several other women.
- B. From ten phone calls, a list of approximately 60 women was developed. Information for each woman includes her address, home and business phones, and occupation.
- C. Some of the women's occupations are computer programming, chemistry, engineering, ecology and environmental science, medical social work, real estate, law, printing, electronics, carpentry, and biomedical research. None of the women in this directory has previously been included in other local directories (see Addendum 5-B for a sample of the list).
- D. Prior to circulating the directory, each person on the list was contacted to obtain permission to include her name in the listing (see Addendum 5-A for a copy of the letter).

III. PROJECT EVALUATION:

- A. This project is easy for districts to replicate because there are no costs involved and the time spent in compiling the list is minimal.
- B. The Directory is useful for planning career days or career workshops, since it provides a valuable resource to the schools which was previously untapped.

IV. RECOMMENDATIONS:

- A. Similar directories of women (and men) in nontraditional careers would be useful to every school district. Rather than each district developing its own guide, several districts, or even the county or regional units, might coordinate the project.
- B. Similar projects might be undertaken as a student or PTA activity. This is currently being done in one district where the parents are more familiar with the careers pursued by residents than is the district staff. Another benefit is that such a project sensitizes other persons to the growing number of women entering nontraditional careers.
- C. The usefulness of this activity lies in the number of ways nontraditional career people can be integrated into the curriculum. Such persons can become the nucleus for a unit on careers in a particular field or on the changing roles of women. Some examples are:
 - 1. The gas station attendant might be invited to the auto mechanics class.
 - 2. The carpenter might be invited to industrial arts.
 - 3. The graphic artist and the professional musician could contribute to the art and music classes.
 - 4. The environmental engineers could contribute to social studies units on ecology.
 - 5. The realtor could be used for sales classes or the accountant could be used for bookkeeping classes.
 - 6. All of them could be used for career fairs, all-school assemblies, and group counseling sessions.

ADDENDUM 5-A: SAMPLE LETTER

WEST WINDSOR-PLAINSBORO HIGH SCHOOL

346 Clarksville Road
Princeton Junction, New Jersey 08550

Office of Principal
609-799-3200

Dear Colleague:

As part of a project I am doing for the Training Institute for Sex Desegregation at Rutgers University, I am asking for your help. I would like permission to publish your name, occupation, address, home and work phone numbers. This data would be used to publish a directory of women in nontraditional roles in the Mercer County area. Such a directory would be helpful to guidance counselors in assisting young students with career planning. The directory would also provide a source of speakers for career programs.

The prompt return of the enclosed card, with corrections, will be most helpful. If you have any questions, please call me at 609-799-0196 (home number) or 609-799-3207 (work number). Your cooperation is appreciated.

Sincerely,

Thelma Bornheimer
Counselor
West Windsor-Plainsboro High School

TB:jy

ADDENDUM 5-B: SAMPLE OF DIRECTORY OF WOMEN IN NONTRADITIONAL ROLES — MERCER COUNTY

Dr. Alice Greene
108 Fisher Place
Princeton, N.J. 08540
609-452-2439
BIOCHEMISTRY

Beverly O'Neill
5 Colonial Avenue
Princeton Junction, N.J. 08550
609-799-3488
COMPUTER PROGRAMMING

Helen Chase
Clarksville Road
Princeton Junction, N.J. 08550
609-799-1058
ECOLOGY AND ENVIRONMENTAL SCIENCE

Kathleen Mooney
126 Parkway Avenue
Trenton, N.J. 08618
609-883-2154
PRINTER

Dr. (Mrs.) H.K. Nickerson
184 Washington Road
Princeton, N.J. 08540
609-452-9082
MATHEMATICIAN

Maxine S. Berman
143 East State Street
Trenton, N.J. 08608
ATTORNEY

Esther Madelay
823 River Road
Chatham, N.J. 07928
U.S. CUSTOMS INSPECTOR

Barbara Mastrogeorge
19 Vandeventer Avenue
Princeton, N.J. 08540
609-924-3008
PAINTING CONTRACTOR

Sophie Hinderer
575 Ryders Lane
East Brunswick, N.J. 08816
201-254-4600
PURCHASING AGENT

Dr. Jennifer McLeod
4 Canoe Brook Drive
Princeton Junction, N.J. 08550
609-799-0378
PSYCHOLOGY

Vivian MacPherson
160 Cranbury Road
Princeton Junction, N.J. 08550
REAL ESTATE (SALES)

Frances Cornwall Hutner
28 Hibben Road
Princeton, N.J. 08540
609-924-3293
ECONOMIST

Beverly Pegnato
Hoffman-LaRoche
Smithville, N.J.
Work Telephone Number Unknown
HEAD ACCOUNTANT

Sandra Grundfest
Princeton University
Princeton, N.J. 08540
609-452-3325
ASSISTANT DIRECTOR OF COUNSELING

Helen Gorenstein
Princeton, N.J. 08540
609-924-1263
DIRECTOR, PROFESSIONAL ROSTER

Yvonne Brill
R.C.A.
Hightstown, N.J. 08520
Work Telephone Number Unknown
ENGINEER — PROPULSION SYSTEMS

Project 6

Four Mini-Workshops for Seventh Graders on Career Options and Opportunities

Patricia Barker
East Orange School District

I. GOALS:

- A. To expose students who are not currently involved in guidance department activities to an examination and discussion of career guidance materials to encourage them to think beyond the present toward future career possibilities.
- B. To make students aware that career opportunities are limitless and open, not bound by sex or race.
- C. To assist students in realizing that increased effort results in greater ability to achieve desired career goals.

II. PROJECT DESCRIPTION:

- A. Twenty-six seventh grade students were selected to participate in the workshop series:
 1. Students from different classes ranging from low to high achievement levels were chosen to form a heterogeneous group in terms of leadership, achievement, verbal and scholastic abilities, adjustment, and attendance problems.
 2. The students were released from classes in order to participate in four one-hour sessions scheduled over a two week period.
- B. The formats of the first and second sessions were:
 1. General introduction to and discussion of non-traditional careers.
 2. Showing of filmstrip from Science Research Associates, Chicago, 1972: "Keys-Career Exploration" (including "Persuasive Interest" on law, sales, real estate, media buying; and "Scientific Interest" on physician, geologist, medical illustrator).
 3. Discussion of posters showing women and men of racial minorities in nontraditional roles in the fields of law, sports (college recruiter), and private business.
 4. Discussion focusing on materials in Career Briefs and Summaries (Careers, Inc., Largo, Florida).
 5. Surveys of the students' interests and job preferences (see Addendum 6-A for card format along with a composite of girls' and boys' job choices); these composites were then discussed during the second session, with the counselor pointing out some of the sexist responses. Some examples of students' statements are:
 - a) A female's statement that "Women should not be firefighters. They are too weak for such a job."
 - b) A male's statement that "Women can't do things as well as men because they aren't as strong and panic too fast when trouble occurs . . ."
- C. The third session was a library assignment in which students did research on a particular career of interest to them (see Addendum 6-B for the assignments). The

counselor worked on an individual basis with the students as much as possible, providing additional reference materials and suggestions for researching particular careers and interests.

- D. At the fourth and final session, the students shared their reports and participated in group discussion. During this session, some students acknowledged that their ideas and attitudes on some points had started to change. For example, some began to see that females, as well as males, could be engineers, or that males, as well as females, could be secretaries and nurses!

III. PROJECT EVALUATION:

- A. The scope of the project was too large for the allotted time.
 1. The project sponsor suggests that activities be spaced over a longer time span (perhaps four weeks).
 2. The library research time should be extended.
 3. Reinforcement of nonsexist attitudes should be continual.
- B. It is difficult to find appropriate career oriented materials since such materials are often sex and race biased. Also, most of them depict white males in illustrations and thus are damaging to the aspirations of minority students and women.
- C. The group was too large for the goals of the project, especially since some of the less academically oriented students had difficulty using the library materials.
- D. Those who completed the assignment seemed to profit from it and were enthusiastic about sharing it with others. Some positive attitudinal change between the first and final sessions occurred in some of the students.

IV. RECOMMENDATIONS:

- A. Since it is valuable to expose students to career options and opportunities in small groups, those designing similar programs should consider the following formats:
 1. Workshops spread over a longer time period and with each hour-long session having one specific goal (although it may consist of several related activities—see Appendix B for numerous examples).
 2. Increased time for the on-going reinforcement activities is necessary and should be coordinated with other parts of the curriculum (see as an example Project 5).
 3. A school- or grade-wide career day, including workers in nontraditional roles speaking about their careers, small group discussions, and activities (see activities in Appendix B), films and multi-media presentations (perhaps a videotape made by students

IV. RECOMMENDATIONS (Continued):

portraying local community people in nontraditional jobs), and other related events.

- B. Career Briefs and Summaries should be up-dated possibly as an English class project and all references to 'he' and 'she' should be made nonsexist. Many publishers have guides to aid in such work (see Bibliography).

- C. Guidance counselors should pressure publishers to produce more nonsexist and nonracist career materials, especially for use in the elementary and middle schools.

- D. An evaluation instrument should be a part of similar projects to allow educators to measure the amount and type of attitudinal change immediately following the workshops, in several months, and years after the sessions have been completed. Using a control group for comparison is recommended.

ADDENDUM 6-A

Format for Cards

Name

Team

1. Favorite leisure time activity.

2. Favorite school subject.

3. Favorite toy you ever had.

List *three* jobs or occupations that interest you at this time.

Composite of Girls' Job Choices

Veterinarian	I	Accountant	I
Dog keeper	I	Baker	I
Farmer	I	Banker	I
Naturalist	I	Singer	III
Lawyer	I	Writer	I
Judge	I	Model	II
Doctor	III	Airline Stewardess	I
Pediatrician	I	(Student's Terminology)	
Psychiatrist	I	Dancer	I
Nurse	III	Actress	III
Teacher	III	Social Worker	I
Fashion Designer	II	Secretary	I
Bookkeeper	I	Athlete	I

Composite of Boys' Job Choices

Carpenter	I	Factory Worker	I
Army	I	Post Office Worker	I
Mechanic	II	Pro. Football Player	I
Artist	II	Pro. Basketball Player	I
Designer	I	Pro. Baseball Player	I
Engineer	I	Scientist	I
Teacher	I	Truck Driver	I
Veterinarian	I	Oceanographer	I
Boxer	II	Aeronautics	I
Doctor	II		

ADDENDUM 6-B

P. Barker

May 10, 1976

To: Career Education Mini-series Participants
From: Ms. P. Barker
Re: Library Research

Please spend this period researching a career or job area which interests you. The following reference materials should be helpful to you:

Encyclopedia America (for example, "Teacher," "Telephone")
International Encyclopedia ("Oceanography," "Veterinary Medicine")
The World Book ("Architecture Careers")
Compton's Encyclopedia ("Medicine")
Students' Encyclopedia ("Careers in Law," "Careers in Nursing")
New Caxton Encyclopedia ("Accounting," "Bookkeeping")

In addition, I have some books and "career briefs" (cards with printed information about different jobs) which you may use. Please pay close attention to "he" or "she" when referring to the person doing the job. *Nothing is limited to males only or females only!!!*

For Wednesday — a one page summary (do not copy word for word) on the job you have chosen.

Project 7 Consciousness-Raising Workshops for High School Seniors

Millie Grey, Ginger McCabe
South Brunswick School District

I. GOALS:

- A. To make students aware of the pervasiveness and subtleties of sex-role stereotyping.
- B. To encourage students to examine their views of 'traditional' male/female roles.
- C. To acquaint students with the legal aspects of sex discrimination, including affirmative action.

II. PROJECT DESCRIPTION:

- A. The project sponsors conducted two workshops for high school seniors through the United States History classes.
- B. Each workshop occurred during one class period (about fifty minutes) and within a two-week interval.
 - I. The first session included:
 - a) A seven minute film entitled "Anything You Want to Be" (see Appendix A).
 - b) Three attitudinal questionnaires completed by each student (see Appendix B-2) and a discussion based on the questionnaires).
 - c) An explanation of the relevant federal and state laws.

2. The second session was a continuation of the first:

- a) Several newspaper articles which were relevant to nontraditional career options were presented to the students for discussion and comments (see Addendum for "House Husband Happy in His Role").
- b) A role playing exercise (see Appendix B-5 for suggested role playing situations) and continued discussion on goal setting and career options.

III. PROJECT EVALUATION:

- A. The film was not well received by some students who complained that it was in black and white and out-of-date. (It would have been useful to pursue this discussion further because there may have been aspects of the content that promoted the negative reaction.)
- B. The attitudinal questionnaires were successful in getting students to examine their ideas, clarify their values, and to begin to refocus their thinking on the question of sex-role stereotyping. The presentation of the legislation and other factual data was well-received and stimulated discussion among the students.

III. PROJECT EVALUATION (Continued):

- C. The newspaper articles from local papers (and, in one instance, about a local person) were valuable because students were able to relate to them on a personal and human interest level.
- D. Conducting the workshops during classroom periods was of positive value because it demonstrated to the students and teachers the administration's commitment to non-sexist education. It also encouraged the teachers to begin selecting similar relevant materials to include in their courses.
- E. The students indicated an interest in the topic of male socialization patterns and such materials should have been included.

IV. RECOMMENDATIONS:

- A. It would be useful to design workshops of a similar nature for students at all grade levels.
- B. Student involvement in the workshop planning process would provide a different vantage point and would give

them an opportunity to preview the films and attitudinal questionnaires.

- 1. Those not considered appropriate by the students could be discarded and more suitable materials substituted.
- 2. Students who assist in the planning of the workshops might be used as discussion leaders. This group could then train others to lead discussions at different grade levels.
- C. Some evaluation instrument should be included in order to determine the effectiveness of the sessions, what kinds of session to plan for the future, unaddressed topics, etc.
- D. These general workshops could be followed-up with more specific projects. Examples are:
 - 1. An analysis of history textbooks.
 - 2. A chronological history of the local community with emphasis on family life and contributions of women.
 - 3. An oral history with local women to fill in missing information (see *Strategies for Equality: History*, for examples).

ADDENDUM 7 HOUSE HUSBAND HAPPY IN HIS ROLE

By Marion Doyle
Home News staff writer

EAST WINDSOR — Tom Gregory looked at his watch, excused himself, went to the refrigerator and took out the individual dessert dishes already chilled.

"I like to have dessert ready before the kids come home from school," he said, pouring a package of pudding mix and milk into the blender and pushing the button.

With the deftness born of practice he poured the mixture over the lime Jello and checked on the supply of whipped topping, then put the dishes back in the refrigerator.

"I like to have as much as possible ready before Margaret gets home," he said adding with a grin "then all she has to do is save what I've done wrong."

Then he sat down, poured himself a cup of coffee, stretched his long legs and talked about his new lifestyle.

Actually it's not new. For two years he and his wife, a pediatrician and coordinator of the Maternal and Child Health division under the State Department of Health in Trenton, have reversed roles: he keeps house, she goes to work.

And if anyone wants to know how it's working out for them it's fine. And it's not just a temporary arrangement either.

"I mean it," says Tom, "this is it, it's permanent. A lot of people do it temporarily because of circumstances, but that's not the way we look at it. We intend to keep it this way. We have no regrets."

At first it was difficult, he admits. The change was more dramatic for him than for Margaret, he says. "I'm part of that generation that believes a man's profession is all-important, and when we switched roles, my whole self-image collapsed. I'd been unemployed seven, eight, nine months in those days when every company was laying people off. We talked about reversing roles, laughed about it a lot and wondered how it would go. And of course I had to contend with the women in the neighborhood who found my daytime presence most disquieting.

"But I solved that by inviting the ladies on the block for lunch one day," he recalls chuckling. "I wondered if they'd come and when it got to be 11:30 and quarter of 12 and not one showed up I thought I'd probably have to move. But at noon, six of them came, each one bringing something, and we've been good friends since.

"I'm still waiting though to be invited back," he says in mock seriousness. "Margaret kids me about that."

But he's surprised, he says, to find how much time goes into housework. "I had imagined I would have a lot of free time and I don't." He's still waiting for the daytime hours to drag. What's more he calls housework a "profession." "People underestimate it," he claims, "to do it right takes talent."

HOUSE HUSBAND HAPPY IN HIS ROLE (Continued):

Margaret, in turn, admires her husband's ability to see the good side of things. "He can turn a situation around and make it work for him."

She had misgivings at first too, she admits. "But we agreed that we'd each do a part of the whole thing and see how it would go and it's worked out. Now we're both surprised and pleased to see how smoothly things run."

"In fact, we think everybody should try it. It would give each partner an insight into what the other's life is like."

"We don't say people should rush into it. It takes time and requires a lot of give and take, but it works. And it's had no effect on our relationship," says Margaret. "It's great," puts in Tom.

They've even discussed it with their Marriage Encounter group at St. Anthony's parish in Hightstown.

They were married 10 years ago.

Tom, who'll be 42 in June, says he was a confirmed bachelor before his sister introduced him to Margaret who was a widow with two young sons. He knew right away he wanted to marry her.

She's a Scottish girl, had graduated from the University of St. Andrew's, Scotland, and its medical school and was working as a physician at Patterson Army Hospital, Fort Monmouth.

Theirs is a good marriage, they've found.

Tom claims her two sons, Christopher, 17, and Philip DeBlasio, 13, as his own "I hate the term stepsons", and they have an eight-year-old son, Richard, of their own.

"I tell them I got a real bargain for that three dollar marriage license, a wonderful wife and two wonderful sons, a dollar each. All three are good kids, they sure keep us busy with all their activities."

He's even signed on as a den mother for Richard's Cub Scout group at Ethel McKnight School "though I learned after the first meeting not to show up in a suit. They had me sitting on the floor cutting out stuff."

The school principal says she's delighted to have his help, and son, Richard, "glows" when his dad appears.

After graduation from Columbia High School, Maplewood, and the RCA Institute, Tom served two years in the Army Signal Corps and later worked for Westinghouse as a TV circuit analyzer. He's taught electronics at RETS in Nutley and still holds a first class commercial license from the FCC and a ham radio license, W2JKG.

"Teaching and electronics research and development are my fields," he claims. Still keeps up his interest in them though he occasionally takes on an odd job as house painter or repair man. But keeping their house in good running order is his first consideration.

He's good at housekeeping, sticks to a schedule. On Mondays he dusts and vacuums upstairs and down and "spot checks for fingerprints on walls"; Tuesdays he does white and colored wash and grocery shopping; Wednesdays he scrubs the bathrooms (once a month washes the shower curtains and rugs); Thursdays he changes bed linens and cleans the dining room and kitchen. "On Fridays the whole house gets a lick and a promise."

Weekends are Margaret's time for cooking while he takes care of wash and maintenance that needs doing.

Saturdays and Sundays they set up a meal and shopping list for the week. A menu plan in the kitchen shows B.L.D. for breakfast, lunch, and dinner and a sample day shows fruit and English muffins for breakfast; tuna sandwiches and cookies for lunch and chili with salad and corn cakes and ice cream for dinner.

The boys don't get off scot-free either. They have their assigned chores and are closely supervised. "They don't go out on Mischief Night or Chalk Night, not in this house," says Tom.

He's made his share of bloopers, he admits. There was the time he sent the boys off to school without their lunches and a lamb roast that was a "disaster — dry and too much garlic". And a time when he was supposed to put the roast in and set it on automatic timer. He set the timer all right but forgot to put in the roast. "That night we met Margaret at the door and ate out."

But for the most part, things go well. And Tom's lost weight.

"I weighed 200 pounds when we were married and Margaret got after me. I used to eat a big box of ice cream in one evening. She told me to eat everything I used to but in smaller portions and she was right. I've lost 40 pounds and feel fine. I eat mostly vegetables now and a good steak now and then."

They manage well on her salary.

"No time for TV watching or soap operas during the day," Tom finds. "The only thing I'm into is contests and sweepstakes. I like those. Won \$10 on Formula 409 and \$10 from Monopoly, haven't made any big money but I keep trying." He likes to try the new products on the market too, writes away for anything that sounds helpful for his housekeeping.

And they're looking forward to moving in July into a "wonderful old house" they've found in Washington Crossing.

Margaret will be only 10 minutes' drive from her office and Tom is eager to start fixing it up.

"You can be sure I'll be doing the same thing," he predicts. "I'll put the coffee pot on in the afternoon, open the window so the aroma wafts out and hope that the neighbors will stop by."

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Project 8 In-Service Workshop on Sexism in Education

Sylvia Howard, Paul Volz
East Windsor School District

I. GOALS:

- A. To develop a workshop on sexism in education specifically geared to guidance and curriculum personnel as required by New Jersey Administrative Code. Section 6:4-1.3 (d) states that "as part of its affirmative action programs or plans, each local school district shall arrange for or provide in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status."
- B. To encourage the participants to become agents of change within the school system, as called for by N.J.S.A. 18A:36-20 and the State Board of Education Resolution mandating sex equality in educational programs.

II. PROJECT DESCRIPTION:

- A. The project sponsors designed a workshop to sensitize staff members to the issues and subtleties of sex-role stereotyping in education. The participants included:
 1. Four guidance counselors
 2. Four curriculum specialists
 3. One house leader
 4. One industrial technology teacher.
- B. Prior to the workshop, the participants were given informational materials which included:
 1. A bibliography (see Addendum 8-A for example)
 2. A kit on sex bias
 3. *Occupational Outlook Handbook, 1975-76 Edition* (U.S. Department of Labor).
- C. The workshop was scheduled to last approximately four and one-half hours and included the following:
 1. Film: "Anything You Want to Be" (see Appendix A).
 2. Small group exercise: "Stereotyping — Watch it Happen" (see Appendix B-4).
 3. A Self-test on statistics about women and work (see Appendix B-6, "Questionnaire").
 4. Visual presentation of the law and the district's program of implementation by the school district affirmative action officer.
 5. Presentation of counseling tapes from "Sex Fairness in Career Guidance" (see Appendix A).

6. A summary of recommendations from "Sex Fairness in Career Guidance" (see Addendum 8-B).

III. PROJECT EVALUATION:

- A. The project sponsors recommend that a workshop such as this should be planned to allow more than four hours because each of the activities generated more discussion than expected. Due to the time constraints, some of the events had to be eliminated.
- B. This type of workshop was valuable for sensitizing school personnel because it helped the participants examine their own conscious and unconscious sex biases through the small group exercises and self-test. Other positive factors were:
 1. Limiting the number of participants to twelve led to greater group interaction.
 2. Limiting the number of topics in such a workshop (which was the first of its kind in the district) gave the participants a chance to explore more thoroughly some of the basic issues.
 3. Distribution of materials and goals prior to the workshop helped to give the participants preparation time.

IV. RECOMMENDATIONS:

- A. Districts which plan similar in-service workshops should limit the number of participants and the amount of material covered to allow for maximum discussion and interaction.
 1. The first session can alleviate hostility and tension if it is flexible, yet geared to accomplishing tasks.
 2. Any in-service, intervention type workshop should include activities and exercises since these seem to elicit a more positive response than a lecture format. (See Appendix B-2, 3, 4, 5 for suggested exercises.)
 3. Written and/or oral evaluations should be included in each workshop to plan more effectively for the future sessions.
- B. Several follow-up workshops should be planned to provide reinforcement and greater in-depth study of the overall problem confronting the educational system.
- C. Workshops with a similar format could be designed for students and other staff members. (See Project 7 for an additional example.)

ADDENDUM 8-A

PUBLICATIONS DEALING WITH SEX ROLE STEREOTYPING IN TEXTS AND READING BOOKS

- Czaplinski, Suzanne M. *Sexism In Award Winning Picture Books*, 1972. Available from KNOW, Inc., P.O. Box 86031, Pittsburgh, Pennsylvania 15221.
- Kalamazoo Public Schools. *Report of the Elementary School Textbook Task Force*, Jo Jacobs, 732 Garland, Kalamazoo, Michigan 49008.
- McLeod, Jennifer and Silverman, Sandra. *You Won't Do*, 1973. Available from KNOW, Inc.
- New York NOW. *Report on Sex Bias in the Public Schools*, 1972, New York NOW, 42 East 19 St., New York, N.Y.
- Weitzman, Lenore and Others, "Sex Role Socialization in Picture Books For Preschool Children", *American Journal of Sociology*, Vol. 77 (May, 1972), 1125-1148, reprint available from KNOW, 70c.
- Women On Words and Images. *Dick and Jane As Victims*, 1972. Available from Women and Images, Box 2163, Princeton, N.J. 08540, \$2.00.
- Wederbush, Marcia, *Let Them Aspire*. (Fourth Printing) 1973. Available from KNOW, Inc., \$2.75.

MATERIALS TO HELP ELIMINATE SEXISM IN CURRICULAR MATERIALS

- Ahblum, Carol and Fralley, Jacqueline M., *Feminist Resources For Schools and Colleges: A Guide to Curricular Materials*. Available from The Feminist Press, Box 334, Old Westbury, New York 11568, \$1.00.
- Feminist Resources For Equal Education (P.O. Box 3185, Saxonville Station, Framingham, Mass. 01701) Photographs of Women in Non-Stereotyped Occupations. Set 1 — Community Helpers — Set 2 — Professionals. \$2.50 per set plus 10% postage.
- Feminists on Children's Media. *Little Miss Muffet Fights Back*. Available from the Feminist Book Mart, Whitestone, N.Y., \$1.25.
- Pennsylvania Department of Education, *Images Of Women*, Penn. Dept. of Education, 529 Education Building, Harrisburg, Pennsylvania.
- Women's Rights Task Force On Education Of New Jersey NOW, *American History And Related Biography and Fiction For The Junior High*. Available from Jean Ambrose, 549 Lenox Avenue, Westfield, N.J. 07090, 50c.

ADDENDUM 8-B

SUMMARY OF RECOMMENDATIONS

1. Examine your own values.
2. Help clients examine their values.
3. Encourage exploration of nontraditional careers.
4. Explore possible role conflicts.
5. Utilize shared leadership groups.
6. Arrange parent/spouse groups.
7. Be knowledgeable about career opportunities.
8. Be knowledgeable about current legislation.
9. Know the supportive services in your community.
10. Support sex-fair curriculum.
11. Support sex-fair career education.
12. Provide in-service training.
13. Conduct research and follow-up studies.

From: "Sex Fairness in Career Guidance," Cambridge (Mass.): ABT Associates, n.d., p. 92. Reprinted with permission.

Project 9

An Open House Featuring Men and Women in Nontraditional Fields

Adele Dooney, Frank Rutledge

Somerset County Vocational-Technical High School

I. GOALS:

- A. To start to break down the traditional sex-segregation of the vocational-technical school through the introduction of persons working in nontraditional fields.
 - B. To give students, parents, and teachers the opportunity to speak to individuals who work in nontraditional areas, to provide role models for new career options.
 - C. To use an open house as a means of encouraging people to enroll in courses related to nontraditional occupations.
2. Each worker wrote a short biographical statement which was reproduced and made available to all Open House visitors (see Addendum for sample).
 3. Further encouragement was given by members of the guidance department who reminded students and parents that these individuals were available.
 4. A special notice about the nontraditional representative was contained in the printed program handed out to each visitor, along with a reminder that all shops in the school were open to all persons.

II. PROJECT DESCRIPTION:

- A. The project sponsors decided to use an open house to introduce prospective students to men and women who are successfully working in nontraditional fields.
- B. Six individuals were located who were willing to participate without compensation. They included:
 1. Four females: a landscape contractor, carpenter, broadcasting engineer, and telephone switchperson.
 2. Two males: a beautician and registered nurse.
- C. Open House visitors were encouraged to seek out and speak with these persons:
 1. Each worker was available in the "shop" related to the work he/she was doing. These persons explained exactly how they became involved in their field and the benefits received from the work.

- D. The project sponsors followed up the open house experience by encouraging students to enroll in nontraditional courses.

III. PROJECT EVALUATION:

- A. The project sponsors found it difficult to contact persons in technical and craft occupations who would be willing to participate in an Open House.
- B. The face-to-face contact by parents and other community members with people of nontraditional fields was beneficial because it allowed parents and students to learn first-hand the potential benefits of entering new fields. One example is the switchperson at New Jersey Bell Telephone who is earning more than most women in traditional positions at that company.

III. PROJECT EVALUATION (Continued):

- C. Teachers also had the opportunity to interview employees in nontraditional fields and could relay this information to students.
- D. All comments and reports from teachers, students, parents, and community people were positive and reflected an increased awareness as a result of the contacts.

IV. RECOMMENDATIONS:

- A. The individual workers who are considered for similar projects should be interviewed beforehand in order to ensure that they understand what is expected of them and are capable of meeting these expectations. The representatives should be provided with guidelines concerning the information for their biographical summaries to ensure some uniformity.
- B. The Open House should be followed up with continuous contacts between students, teachers and workers in nontraditional occupations. These would include:
 - 1. A field trip to observe people on the job. This would reinforce the fact that working in a nontraditional

career is a realistic option. (See Project 3 as an example.)

- 2. Compilation of a directory of men and women working in nontraditional fields. (See Project 5 as an example.)
- C. Including students and parents in the planning process for similar events would create an increased awareness among individuals and might produce more contacts with people in nontraditional occupations within the community.
- D. Evaluation of the project should be included in any project to determine if these contacts with non-traditional employees stimulated an increased awareness of new options:
 - 1. It would be useful to ask students to complete attitudinal questionnaires before and after the Open House.
 - 2. This could then be followed up by observing what courses are eventually selected by the students.
 - 3. Information provided by the questionnaires would be the basis for other contacts with nontraditional employees to meet expressed needs.

ADDENDUM 9 SAMPLE OF BIOGRAPHICAL STATEMENT

SOMERSET COUNTY VOCATIONAL-TECHNICAL HIGH SCHOOL OPEN HOUSE

I am presently employed with New Jersey Bell Telephone Company as a switchperson in the central office and have been for two and a half years.

I began working for N.J. Bell seven years ago as a long distance operator and then went to inside plant work as a frameperson with a salary increase of \$50 a week. This position involved connecting wires in the central office. Following this, I moved to switch work.

New Jersey Bell provided the schooling that was necessary and then promoted me to switchperson. The salary increase that I received at this time was far superior to normal increases for traditional women's work in the same company.

N.J. Bell is looking for women in craft fields.

Lillian Hardingham

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APPENDIX A — AUDIO-VISUAL RESOURCES

ANYTHING THEY WANT TO BE — University of California Extension Media Center, Berkeley, Ca. 94720. Color, 7 min. film.

A film on sex-role stereotyping in academic and career oriented activities suitable for grades 3 to adult.

ANYTHING YOU WANT TO BE — New Day Films, Box 135, Franklin Lakes, N.J. 07417. Black and white, 10 min. film.

As a high school girl tries to find her identity, her roles and problems are humorously depicted.

CAREER VALUES: WHAT REALLY MATTERS TO YOU? Guidance Assoc., 757 Third Avenue, New York 10017.

Five filmstrips and a guide which deals with values and work, exploring some of the situations which might arise as students try to make career choices: high school.

CAREERS AND LIFESTYLES — Guidance Assoc.

An eight-part program featuring autobiographical insights concerning career choice and values, from a farmer, a surgeon, a neighborhood center director, a corporation executive, and a production worker: 7-12 grade level.

CHANGING IMAGES — Univ. of California Extension Media Center. 30 min., black and white film.

A description of a group of elementary school children whose teacher encourages them to explore sex roles through a unit on roles and careers: high school, staff level.

DOCTOR, LAWYER, INDIAN CHIEF? Women on Words and Images, Box 2163, Princeton, N.J. 08540. Slides and cassette tape.

Content analysis of one hundred career education materials to find out if males and females are stereotypically tracked into traditional careers: 7-12, staff level.

DISCOVERY — Scholastic Book Services, 904 Sylvan Avenue, Englewood Cliffs, N.J. Eight filmstrips and cassettes.

Career exploration set for grades 7-10.

THE FABLE OF HE AND SHE — Learning Corp. of America, 1350 Avenue of the Americas, NY 10019. Color, 10 min. film.

A cartoon fable describing a mythical sex-role stereotyped society and what happens when a disaster befalls that community: all ages.

MASCULINITY — Schloat Productions, 150 White Plains Rd., Tarrytown, NY 10591. Four filmstrips with cassettes.

Men's roles, past and present, are discussed along with the challenges to traditional definitions which are occurring in today's society: 9-12, staff level.

NON-TRADITIONAL CAREERS FOR WOMEN — Pathscope Educational Media, 71 Weyman Avenue, New Rochelle, NY 10802. Two filmstrips with cassettes.

Interviews with women who hold nontraditional jobs, from chef to architect, from "lineman" to engineer.

SEX FAIRNESS IN CAREER GUIDANCE — ABT Assoc., 55 Wheeler Street, Cambridge, Mass. 02138.

Kit of materials, activity sheets, exercises, and cassette to provide materials for an In-Service program on development of sex fair guidance.

WOMEN AT WORK: CHOICE AND CHALLENGE — Guidance Associates. Two filmstrips with cassettes.

History of women's work in America, past and present, including some of the new problems and questions arising for today's working woman: 7-12 level.

APPENDIX B-1: EQUALITY IN EDUCATIONAL PROGRAMS: NEW JERSEY LAW

Department of Education State Board of Education

EQUALITY IN EDUCATIONAL PROGRAMS

6:4-1.1 Purposes and Objectives

The New Jersey Constitution and implementing legislation guarantee each child in the public schools equal educational opportunity regardless of race, color, creed, religion, sex, ancestry, national origin, or social or economic status. To assure these basic rights the Commissioner of Education and the State Board of Education have developed these regulations which specifically implement N.J.S.A. 18A:36-20 and the State Board of Education Resolution concerning sex equality in educational programs. These regulations have also been developed in conformity with relevant Federal and State statutes concerning discriminatory conduct.

6:4-1.2 Definitions

(a) "Discriminatory practices" shall mean an action or failure to act based upon race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(b) "Educational activities and programs" shall mean all activities and programs conducted or sponsored by the school either during the school day or after regular school hours.

(c) "School" shall mean every public elementary or secondary school, every regional school, every county vocational school, or any other public institution providing special or general educational services to students from grades K through 12.

6:4-1.3 Policy Development

(a) Each local school district shall develop a policy of equal educational opportunity to be adopted as a resolution by the Board of Education. The school district shall inform the community it serves of this resolution by publicizing it in an adequate manner, including but not limited to the district's customary methods of information dissemination.

(b) Each local school district shall develop two affirmative action programs or plans, which shall include timetables for corrective action to overcome the effects of any previous patterns of discrimination which may exist and a systematic internal monitoring procedure to ensure continuing compliance.

1. One such program or plan shall include, but need not be limited to, action as required by Section 5, School and Classroom Practices, of this Subchapter.

2. Another program or plan shall include, but need not be limited to, action as required by Section 6, Employment/Contract Practices, of this Subchapter.

3. The programs or plans shall be made available for review to all interested parties.

(c) Each local school district shall designate a member of its professional staff as the affirmative action officer to

coordinate and implement the district's efforts to comply. The progress of the district in complying shall be reported by the Superintendent to the Board of Education as it shall require.

(d) As part of its affirmative action programs or plans, each local school district shall arrange for or provide in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(e) Each Board of Education shall adopt and approve courses of study, instructional materials, and programs designed to eliminate discrimination and promote understanding and mutual respect between children of different races, colors, creeds, religions, sexes, ancestries, national origins, or social or economic status. Community involvement in this process shall be encouraged.

(f) The local school district shall evaluate courses of study and instructional materials already in use to determine whether they are designed to achieve the objectives set forth in (e) and shall supplement them as necessary where they are not so designed. As the use of such courses and materials is discontinued in the normal course of events, the local school district shall replace them with courses and instructional materials designed to meet the objectives set forth in (e).

6:4-1.4 Technical Assistance

The Commissioner or designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures, and in-service training for school personnel so as to aid in the elimination of prejudice on the basis of race, creed, color, religion, sex, ancestry, or social or economic status.

6:4-1.5 School and Classroom Practices

(a) No student shall be denied access to or benefit from any educational program or activity solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(b) There shall be no differential requirements for completion of course offerings or courses of study solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(c) There shall be no discrimination against students because of pregnancy, childbirth, pregnancy-related disabilities actual or potential parenthood, or family or marital status. A student shall not be excluded from any educational program or activity because of pregnancy or related conditions unless she so requests or a physician certifies that such exclusion is necessary for her physical, mental, or emotional well-being. If she is excluded for these reasons, she must be provided with adequate and timely

6:4-1.5 School and Classroom Practices (Continued):

opportunity for instruction to continue or make up her schoolwork without prejudice or penalty.

(d) Public school students shall not be segregated on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(e) No course offering, including but not limited to physical education, health, industrial arts, business, vocational or technical courses, home economics, music, adult education, shall be limited on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(f) The athletic program, including but not limited to intramural, extramural, and inter-scholastic sports shall be available on an equal basis to all students regardless of race, color, creed, religion, sex, ancestry, national origin, or social or economic status. The athletic program as a whole shall be planned to insure that there are sufficient activities so that the program does not deny the participation of large numbers of students of either sex.

1. The activities comprising such athletic program shall receive equitable treatment, including but not limited to staff salaries, purchase and maintenance or equipment, quality and availability of facilities, scheduling of practice and game time, length of season and all other related areas or matters.

2. A school may choose to operate separate teams for the two sexes in one or more sports and/or single teams open competitively to members of both sexes, so long as the athletic program as a whole provides equal opportunities for students of both sexes to participate in sports at comparable levels of difficulty and competency.

(g) School personnel shall not use tests, procedures or other guidance and counseling materials which are differentiated or stereotyped on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

When informing students about possible career, professional and/or vocational opportunities, school personnel shall in no way restrict or limit the options presented to students on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

6:4-1.6 Employment/Contract Practices

(a) All persons regardless of race, color, creed, religion, sex, or national origin shall have equal access to all categories of employment in the public educational system of New Jersey.

(b) All New Jersey public school districts shall comply with all State and Federal laws related to equal employment, including but not limited to the New Jersey Law Against Discrimination (N.J.S.A. 10:5.1 *et seq.*), Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, Executive Order 11246 as amended, Equal Pay Act of 1963 as amended, and Title IX of the Education Amendments of 1972 (Higher Education Act).

(c) No school district shall enter into any contract with a

person, agency, or organization if it has knowledge that such person, agency, or organization discriminates on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status, either in employment practices or in the provision of benefits or services to students or employees.

6:4-1.7 Compliance

(a) Each school district shall submit to the Commissioner of Education or designee a copy of its Resolution of Equal Educational Opportunity (See Section 3 (a) of this Chapter) and the name of its affirmative action officer (See Section 3 (c) of this Chapter) within 60 days of the effective date of these regulations.

(b) Each school district shall, within 120 days of the effective date of these regulations, submit its proposed program or plan of affirmative action for School and Classroom Practices (See Section 3 (b) of this Chapter).

(c) Each school district shall, within 180 days of the effective date of these regulations, submit its proposed program or plan of affirmative action for Employment/Contract Practices (See Section 3 (b) of this Chapter).

(d) The Commissioner or designee shall review the programs or plans, approve or reject said plans and shall notify the school system of his decision within 60 days of receipt of the plans.

(e) If the plan is in any way unacceptable, the Commissioner shall designate a person or persons to work with the school district to develop an acceptable plan, which must be completed and approved within 60 days of the receipt of the notice that the original plan was unacceptable.

(f) The plan must be initiated within a time period not to exceed 120 days from the time of its approval and must be fully implemented in accord with an approved time-table.

(g) If within one year of the effective date of the affirmative action plan a school district is still found not to be in compliance with these regulations or its plan was not implemented, the Commissioner may initiate, with the approval of the State Board of Education, action to suspend, terminate or refuse to award continued Federal or State financial assistance. The Commissioner may also make referral to any appropriate judicial and/or administrative Federal, State or local agencies.

6:4-1.8 State Review and Evaluation

(a) At least once every three years the Commissioner or designee shall review and evaluate the progress of each school district in implementing its affirmative action plan. If sufficient appropriations exist, the Commissioner may utilize the services of qualified independent consultants to effectuate the review and evaluation. The Commissioner shall provide each local school district with a copy of such analysis.

(b) The Board of Education of each local school district shall make available to the community a summary of the review and evaluation in accordance with the procedures adopted pursuant to N.J.A.C. 6:4-1.2 (a).

6:4-1.8 State Review and Evaluation (Continued):

(c) Any and all inadequacies in the program plan as revealed in the review and evaluation shall be corrected as soon as is practicable, but in no case shall correction of the plan be delayed more than 60 days from receipt of notice of inadequacy or noncompliance. If such inadequacy is not corrected in the specified time, it shall result in the procedure described in 6:4-1.7 (g).

6:4-1.9 Appeals

In accordance with N.J.S.A. 18A: 6-9, any individual may petition the Commissioner of Education to resolve a dispute arising under these regulations pursuant to procedures set forth in N.J.A.C. 6:24-1.1 *et seq.*

6:4-1.10 Effect of Related Statutes

The obligation to comply with these regulations is not obviated or alleviated by any State or local law or rule or regulation of any organization, club, athletic or other league or association which would limit the eligibility or participation of any student on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

An order adopting these rules was filed and effective May 20, 1975, as R. 1975 d. 137.

This notice is published as a matter of public information.

For further information, contact Mrs. Nida E. Thomas, Director, Office of Equal Educational Opportunity, State Department of Education, 225 West State Street, Trenton, N.J. 08625. (Phone 609-292-5922.)

APPENDIX B-2: Sex-Roles Values Questionnaires

Below are some questions designed to help you clarify some of your values with respect to sex-role stereotypes. Note that there are no right or wrong answers, nor is there a scoring mechanism. The questions are designed solely for your self-examination.

Indicate the extent of your agreement or disagreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. A career is necessary for a woman to be truly satisfied.	_____	_____	_____	_____
2. A career is necessary for a man to be truly satisfied.	_____	_____	_____	_____
3. Being a wife and mother is necessary for a woman to be truly satisfied.	_____	_____	_____	_____
4. Being a husband and father is necessary for a man to be truly satisfied.	_____	_____	_____	_____

If you were in a hiring position:

5. Would you hire a man as an auto mechanic before a woman, if the woman were only slightly better qualified?

_____ a) yes _____ b) no _____ c) it would depend on (specify)

6. Would you hire a woman as a secretary before a man, if the man were only slightly better qualified?

_____ a) yes _____ b) no _____ c) it would depend on (specify)

7. It is your son's sixth birthday. How do you feel about giving him a doll?

	Good	Not so good	Ugh!
a) On the intellectual level	_____	_____	_____
b) On the gut level	_____	_____	_____

8. It is your daughter's sixth birthday. How do you feel about giving her a toy fire engine?

	Good	Not so good	Ugh!
a) On the intellectual level	_____	_____	_____
b) On the gut level	_____	_____	_____

9. Which of the following attributes do you think characterize a healthy woman?

a. aggressive	()	k. excitable	()
b. gentle	()	l. competitive	()
c. independent	()	m. insecure	()
d. wordy	()	n. logical	()
e. emotional	()	o. home-oriented	()
f. objective	()	p. adventurous	()
g. neat	()	q. decisive	()
h. submissive	()	r. tactful	()
i. quiet	()	s. ambitious	()
j. scientific	()	t. tender	()
		u. assertive	()

Sex-Roles Values Questionnaires (Continued):

10. Which of these attributes do you think characterize a healthy man?

- | | | | |
|----------------|-----|------------------|-----|
| a. aggressive | () | k. excitable | () |
| b. gentle | () | l. competitive | () |
| c. independent | () | m. insecure | () |
| d. wordy | () | n. logical | () |
| e. emotional | () | o. home-oriented | () |
| f. objective | () | p. adventurous | () |
| g. neat | () | q. decisive | () |
| h. submissive | () | r. tactful | () |
| i. quiet | () | s. ambitious | () |
| j. scientific | () | t. tender | () |
| | | u. assertive | () |

From "Sex Fairness in Career Guidance," Cambridge (Mass.): ABT Associates, n.d., pp. 2-4. Reprinted with permission.

THE "ME" I PLAN TO BE

Name _____ Date _____

- | | |
|--|--|
| 1. What will I be doing 5 years from now? | 6. How much money will I want to make? |
| 2. What will I be doing 10 years from now? | 7. Will I be married or single? |
| 3. What job will I have 10 years from now? | 8. If married, what will my spouse be doing? |
| 4. How much money will I be making? | 9. If spouse is working, what is he/she doing? |
| 5. What job will I be planning to have? | 10. How much money will my spouse be making? |

agree	strongly agree	very strongly agree	disagree	strongly disagree	very strongly disagree	
						1. Men and women should share both the responsibilities and privileges of life equally.
						2. Women should be the "power behind the man" and not the one "out in front."
						3. Truly feminine women let the man believe he is boss even when this is not true.
						4. Women should express their opinions honestly, even if this is in disagreement with a man.
						5. It is appropriate to divide work into "man's work" and "woman's work."
						6. Men and women should be paid equal wages if they are doing the same work.
						7. Men should make the final decision in financial matters and women should make the final decisions concerning the home.
						8. Women can think as logically as men.
						9. Acting helpless does <i>not</i> make a woman appear more feminine.
						10. Women should act naive (for example, pretend not to understand) in order to make a man look more knowledgeable.
						11. The best way for a woman to get her way with a man is to use feminine "wiles" and tricks.
						12. In a business setting, the woman who acts seductively is not behaving appropriately.
						13. The best guarantee of a good marriage is for the wife to be submissive to her husband.
						14. The most important characteristic for a wife is physical attractiveness.
						15. A woman should work only if she can do so without interfering with her domestic duties.
						16. Being a full-time homemaker is <i>not</i> necessarily the best way for a woman to show her love for her family.

ATTITUDES TOWARD WOMEN'S ROLES

Directions: Listed below are common ideas about women's roles in relationship to men. You may feel strongly about some ideas and less strongly about others. There are no right or wrong answers, only personal opinions. Respond to *every* item by putting a check mark in the appropriate space.

1. Men and women should share both the responsibilities and privileges of life equally.
2. Women should be the "power behind the man" and not the one "out in front."
3. Truly feminine women let the man believe he is boss even when this is not true.
4. Women should express their opinions honestly, even if this is in disagreement with a man.
5. It is appropriate to divide work into "man's work" and "woman's work."
6. Men and women should be paid equal wages if they are doing the same work.
7. Men should make the final decision in financial matters and women should make the final decisions concerning the home.
8. Women can think as logically as men.
9. Acting helpless does *not* make a woman appear more feminine.
10. Women should act naive (for example, pretend not to understand) in order to make a man look more knowledgeable.
11. The best way for a woman to get her way with a man is to use feminine "wiles" and tricks.
12. In a business setting, the woman who acts seductively is not behaving appropriately.
13. The best guarantee of a good marriage is for the wife to be submissive to her husband.
14. The most important characteristic for a wife is physical attractiveness.
15. A woman should work only if she can do so without interfering with her domestic duties.
16. Being a full-time homemaker is *not* necessarily the best way for a woman to show her love for her family.

APPENDIX B-3: VALUE SHEETS

A value sheet, in its simplest form, consists of a provocative statement or scenario duplicated on a sheet of paper and distributed to members of the group. The purpose of the statement or scenario is to raise an issue that the counselor thinks may have value implications. The purpose of the questions is to help each client clarify his or her values with respect to that issue. Since valuing is an individual matter, each client completes the value sheet alone, preferably by writing answers on a separate sheet of paper. Later, that writing may be used as the basis for group discussion.

Here are some value sheets on sex-role stereotyping:

VALUE SHEET 1: THE CASE OF PAT

Pat is just graduating from high school. Five foot nine, trim and athletic. Pat has excelled in track, winning several intramural competitions. Pat is also a school leader, vice-president of the senior class, and extremely popular with both male and female students. With not too much effort, Pat has managed to graduate tenth in a class of 200. To the surprise of both friends and family, Pat has decided not to go on to college, but to work as an apprentice electrician instead.

How do you feel about Pat's decision?

VALUE SHEET 2: THE CASES OF ANNE AND PETER

At the end of first term finals, Anne finds herself at the top of her medical school class. Write a story about Anne.

Peter's boss has been permanently transferred to the California branch of the company for which he works. The board of directors has chosen Peter above many of its other junior executives to take over this highly valued position. Write a story about Peter.

VALUE SHEET 3: THE CASES OF JOHN AND MARY

At the end of the first term finals, John finds himself at the top of his medical school class. Write a story about John.

Mary's boss has been permanently transferred to the California branch of the company for which she works. The board of directors has chosen Mary above many of its other junior executives to take over this highly valued position. Write a story about Mary.

From "Sex Fairness in Career Guidance," pp. 56-58.

APPENDIX B-4: EXERCISE IN STEREOTYPING

Objective:

To demonstrate the process of stereotyping as participants engage in it.

Useful for professionals in the human services; for the purposes of in-service education.

Procedure:

Divide participants into an even number of groups, and explain the exercise saying,

I am going to give each of you a data sheet, which I would like to have you consider first individually. After five minutes, discuss your impressions with your group. After twenty minutes, your *group task* is to come to a consensus in responding to the questions which appear at the bottom of the data sheet. It is important that the group answer all three questions with *ONE* response.

Distribute the two data sheets so that two groups have "D.A. Johnson," and two groups "Denise Johnson."

After about 20 minutes have elapsed call on the groups to answer the three questions. Record the groups' answers on newsprint, and compare the responses. Explain that although the information presented on the data sheets was identical, one profile described "Denise Johnson," a woman, the other, "D.A. Johnson," a person of sex unknown.

Have an "at-large" discussion if the group size is manageable; or break up again into the small groupings to talk about the exercise. Suggested questions to consider include: what the group decision-making process was like, what assumptions did do individuals find themselves making about women/men in this situation, or in situations more relevant to the groups' daily activities and professions.

DATA SHEET I:

DENISE A. JOHNSON

Denise Johnson has been an employee at the home office of a large investment banking firm for the past ten years. Some of Johnson's characteristics are as follows:

1. college-educated
2. ambitious and hardworking (sometimes too much so)
3. good sense of humor, gregarious
4. level-headed, politically conservative
5. enjoys suburban life, married, four children
6. well-respected by superiors and subordinates
7. likes a drink before dinner
8. healthy but somewhat overweight

Considering the data, fantasize the following:

1. What title does Johnson hold?
2. What are Johnson's job responsibilities?
3. How many people are accountable to Johnson?

DATA SHEET II:

D. A. JOHNSON

D. A. Johnson has been an employee at the home office of a large investment banking firm for the past ten years. Some of Johnson's characteristics are as follows:

1. college-educated
2. ambitious and hardworking (sometimes too much so)
3. good sense of humor, gregarious
4. level-headed, politically conservative
5. enjoys suburban life, married, four children
6. well-respected by superiors and subordinates
7. likes a drink before dinner
8. healthy but somewhat overweight

Considering the data, fantasize the following:

1. What title does Johnson hold?
2. What are Johnson's job responsibilities?
3. How many people are accountable to Johnson?

From Eileen F. Nickerson, et. al., *Intervention Strategies for Changing Sex Role Stereotypes*.
Dubuque (Iowa): Kendall/Hunt Publ. Co., 1975, pp. 29-34. Reprinted with permission.

APPENDIX B-5: EXERCISES IN STEREOTYPING AND COUNSELING TECHNIQUES

EXERCISE A

Objective:

To develop awareness of stereotyped ideas, of discrepancy between male and female roles in our society, and of similarities of female and male characteristics. To focus on what can be done to change role stereotyping.

Useful for any age group.

Procedure:

Ask individual to:

Divide a piece of paper into 2 columns. In one column, list those things females can do, which males cannot, and in the other column, list those things which males can do that females cannot.

Then compare the two lists according to sex by putting on the board the items from people's lists, and discuss.

From: E. Nuckerson, et al., pp 61-62.

EXERCISE B

Objective:

To heighten awareness of sexism in counseling.

Materials:

Printed case data (supplied below)

Group For:

Any age, either or both sexes; especially appropriate for human service professionals.

Procedure:

Instruct participants to form two groups. Assign counseling case A to one group and counseling case B to the other. These cases should be presented *in writing* so that the groups are unaware of each other's case. Directions for the group task are contained on the counseling case description sheet.

After the two groups arrive at a plan for their counseling case, the total group should join together to share the feelings and ideas generated by this task. Attention should be paid to planning based on sex-role stereotypes.

CASE A

A student comes to see you, confused and wanting advice about selection of an undergraduate major and future career choice.

The student, Jane S., is a twenty-year-old sophomore at Boston University. She has taken vocational tests and filled out an interest blank. Jane scored especially high in mathematics and science. Her interests are athletic, i.e., tennis and swimming. She is a hardworking student and leads an active life. Jane is, further, very well-liked, sociable, etc., and is presently the treasurer of her dormitory. She loves plants and is a subscriber to *Newsweek*, *Atlantic Monthly*, and *Sports Illustrated*.

Your task is to first, individually, answer the following three questions. After each member in your group has answered all the questions, the group must share their answers and arrive at one *group* answer — for each question.

1. What major would you suggest for Jane?
2. With what career in mind?
3. Describe where you see Jane in ten years from now, i.e., her life circumstances.

Appendix B-5: Exercises in Stereotyping and Counseling Techniques (Continued)

CASE B

A student comes to see you, confused and wanting advice about selection of an undergraduate major and future career choice.

The student, John S., is a twenty-year-old sophomore at Boston University. He has taken vocational tests and filled out an interest blank. John scored especially high in mathematics and science. His interests are athletic, i.e., tennis and swimming. He is a hardworking student and leads an active life. John is, further, very well-liked, sociable, etc., and is presently the treasurer of his dormitory. He loves plants and is a subscriber to *Newsweek*, *Atlantic Monthly*, and *Sports Illustrated*.

Your task is to first, individually, answer the following three questions. After each member in your group has answered all the questions, the group must share their answers and arrive at one *group* answer for each question.

1. What major would you suggest for John?
2. With what career in mind?
3. Describe where you see John ten years from now, i.e., his life circumstances.

From: E. Nickerson, et. al., pp. 51-54

APPENDIX B-6: TWENTY FACTS ON WOMEN WORKERS

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
Women's Bureau
Washington, D.C. 20210

TWENTY FACTS ON WOMEN WORKERS

1. Nine out of ten girls will work at some time in their lives.
2. A majority of women work because of economic need. About three-fifths of all women workers are single, widowed, divorced, or separated, or have husbands whose earnings are less than \$7,000 a year.
3. More than 35 million women are in the labor force; they constitute nearly two-fifths of all workers. Some 4.5 million women of minority races are in the labor force; they constitute more than two-fifths of all minority workers.
4. More than half of all women 18 to 64 years of age are workers.
5. About one-fourth of all women workers hold part-time jobs.
6. Women accounted for three-fifths of the increase in the civilian labor force in the last decade.
7. Labor force participation is highest among women 18 to 24 and 35 to 54 years of age; the median age of women workers is 36 years.
8. The more education a woman has, the greater the likelihood she will seek employment. More than 3 out of 5 women 45 to 54 years of age with 4 or more years of college are in the labor force.
9. The number of working mothers (women with children under 18) has increased about ninefold since 1940. They now number 13.0 million, an increase of 3.7 million in the last decade.
10. The 4.8 million working mothers with children under 6 in 1973 had 6.0 million children under 6; the estimated number of licensed day care slots is 920,000.
11. Women workers are concentrated in low-paying dead end jobs. As a result, the average woman worker earns less than three-fifths of what a man does, even when both work full-time year-round.
12. Unemployment was lowest for white adult males (6.7 percent) and highest for minority teenage girls (38.2 percent) in April 1975.

White adult women	7.6 percent
Minority adult women	10.7 percent
Minority adult men	12.6 percent
White teenage girls	15.2 percent
White teenage boys	18.1 percent
Minority teenage boys	37.6 percent

13. Among all families, about 1 out of 8 is headed by a woman; 1 out of 3 black families is headed by a woman. Of all women workers, 1 out of 10 is a family head; 1 out of 5 minority women workers is a family head.
14. Among all poor families, more than 2 out of 5 are headed by women; almost 2 out of 3 poor black families are headed by women.*
15. It is frequently the wife's earnings which raise a family out of poverty. In husband-wife families, 15 percent have incomes below \$5,000 if the wife does not work; 4 percent, when she does work.
16. The average woman worker is as well-educated as the average man worker. Women as well as men have completed a median of 12.5 years of schooling.
17. Women are about two-fifths of all professional and technical workers but less than one-fifth of all nonfarm managers and administrators.
18. Women are 78 percent of all clerical workers but only 5 percent of all craft workers.
19. The median wage of full-time year-round private household workers was only \$2,243 in 1973. Effective May 1, 1974, most private household workers were covered by federal minimum wage and overtime legislation.
20. Fully employed women high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.

*Classified as poor were those nonfarm families of four with total income of less than \$4,540 in 1973.

Source: U.S. Department of Commerce, Bureau of the Census; U.S. Department of Health, Education, and Welfare, National Center for Social Statistics; and U.S. Department of Labor, Bureau of Labor Statistics.
June 1975 (revised)

APPENDIX B-7: EXERCISES CONCERNING WOMEN WORKERS

DID YOU KNOW THAT

- ... 9 out of 10 women will work at some time?
- ... Women who interrupt their careers (for child-rearing, etc.) will work at least 25 years?
- ... Women who choose not to interrupt their careers will work at least 45 years?
- ... The average woman worker earns less than 3/5's of what a male worker earns?
- ... In a study researchers found that out of 22 aptitudes there was no difference between the abilities of men and women in 13 of those aptitudes?
 - In 6 aptitudes women did better.
 - In 2 aptitudes men did better.

SO

- ... Men and women both work for a significant part of their lives.
- ... Men and women should choose jobs based on what they are good at and what they like to do.

From: U.S. Dept. of Labor.

WOMEN & WORK

50% of all women workers are employed in 22 out of a possible 250 occupations.

50% of all men workers are employed in 68 of those occupations.

Women are concentrated in a very small number of occupations. One-third of all working women are concentrated in only seven jobs: secretary, retail sales clerk, household worker, elementary school teacher, bookkeeper, waitress, and nurse. An additional one-third are found in the following twenty-nine occupations:

Sewer, stitcher	Checker, examiner, inspector
Typist	Practical nurse
Cashier	Kitchen worker
Cook	Chambermaid, maid
Telephone operator	Housekeeper (private home)
Babysitter	Electrical machinery operative
Hospital attendant	Receptionist
Laundry operator	Charwoman, cleaner
Assembler	Housekeeper, stewardess
Apparel operative	Dressmaker, seamstress
Hairdresser	Counter, fountain worker
Packer, wrapper	File clerk
Stenographer	Musician, music teacher
High school teacher	Fabric mill operative
Office machine worker	

Economic statistics tell the same story. In 1968, the median income of full-time women workers was \$4,457. The comparable figure for men was over \$3,000 higher. According to the Labor Department, a female college graduate working full-time can expect to earn less per year than a male high-school drop-out. This is the very best that women have been able to achieve in the world of work.

All statistics from U.S. Department of Labor.

APPENDIX B-8: MONETARY VALUE OF HOMEMAKING TASKS

Occupation	Hours per Week	Dollars per Hour
Child Care	44.5	\$2.00
Housekeeper	17.5	3.25
Cook	13.1	3.25
Dishwasher	16.2	2.00
Laundress	5.9	2.50
Food Buyer	3.3	3.50
Gardener	2.3	3.00
Chauffeur	2.0	3.25
Maintenance	1.7	3.00
Seamstress	1.3	3.25
Dietician	1.2	3.75
Practical Nurse	.6	3.75
Mistress +	?	?
	<u>99.6 hrs. wk.</u>	<u>\$257.53</u>

Chase Manhattan Bank, Public Relations Department, New York, New York, June, 1970. Reprinted with permission.

*added to report.

PART II
STRATEGIES FOR EQUALITY:
PHYSICAL EDUCATION

Project 1

Survey of Student Interest in Intramural Sports Program

Filimena Bonfilio, Ray Britton
East Windsor School District

I. GOALS:

- A. To investigate student interest in an intramural sports program utilizing a district-wide survey for students grades one through twelve.
- B. To introduce an intramural program as one means by which students, especially female students, can develop athletics skills for recreational and interscholastic programs by making the results of the survey available to the administration as evidence of the potential need for an intramural program.

II. PROJECT DESCRIPTION:

- A. The project sponsors designed two survey instruments, one for grades one through eight, and another for grades nine through twelve (see Addendum for survey).
 1. The activities appropriate for each grade level were selected after conferences with physical education teachers.
 2. The items were numbered and arranged in order to fit in with a computer grading system.
- B. The survey was administered as follows:
 1. The principals were contacted for permission; they were given oral instructions about the way the survey was to be handed out and completed by the students, including some definitions of terms and a description of the project.
 2. Approximately 6,000 surveys were distributed; half of them were completed and returned.
 3. The results were compiled using the school district computer.
- C. The project sponsors then advised the administration of the positive survey results with the aim of using these results in order to secure funds for an intramural program.
- D. The analysis of the survey is as follows:
 1. 64% of all students who returned the survey indicated a positive response to an after school program.
 2. The students indicated the following sports preferences:
 - a) Grades 1 and 2: 61% responded positively with an interest primarily in kickball, gymnastics, and soccer.
 - b) Grades 3-5: 59% responded positively with an interest in softball, basketball, gymnastics, and soccer.
 - c) Grades 6-8: 66% responded positively with an interest in tennis, gymnastics, and softball.
 - d) Grades 9 and 10: 81% responded positively with an interest in horseback riding, bowling, camping, canoeing, and volleyball.
 - e) Grades 11 and 12: 49% responded positively with an interest in horseback riding, canoeing,

volleyball, and bowling.

3. The students indicated the following per cents of positive responses by sex:
 - a) Grades 1 and 2: of the 230 females who responded, 58% indicated an interest; of the 216 males who responded, 65% indicated an interest.
 - b) Grades 3-5: of the 448 females who responded, 57% indicated an interest; of the 420 males who responded, 62% indicated interest.
 - c) Grades 6-8: of the 400 females who responded, 68.5% indicated an interest; of the 348 males, 63% indicated an interest.
 - d) Grades 9 and 10: of the 268 females who responded, 68% indicated interest; of the 203 males who responded, 62% indicated an interest.
 - e) Grades 11 and 12: of the 218 females who responded, 46% indicated an interest; and of the 162 males who responded, 53% indicated an interest.
4. The ranking of sport preference according to sex and grade is as follows:

a) grades 1 and 2:

Girls		Boys	
gymnastics	— 107	kickball	— 73
dance	— 47	soccer	— 73
kickball	— 28	gymnastics	— 55
soccer	— 18	pillo-polo	— 42
pillo-polo	— 14	dance	— 7

b) grades 3-5:

Girls		Boys	
gymnastics	— 147	softball	— 127
softball	— 107	basketball	— 127
basketball	— 60	soccer	— 117
track/field	— 58	track/field	— 66
soccer	— 51	flag football	— 58
hockey	— 14	hockey	— 58
flag football	— 12	wrestling	— 58
wrestling	— 10	gymnastics	— 27

c) grades 6-8: the top twelve activities were:

Girls		Boys	
gymnastics	— 142	tennis	— 130
tennis	— 128	flag football	— 87
softball	— 106	archery	— 86
modern dance	— 73	street hockey	— 69
table tennis	— 72	softball	— 65
camping	— 69	track/field	— 65
field hockey	— 68	table tennis	— 64
volleyball	— 57	camping	— 57
track/field	— 54	volleyball	— 47
badminton	— 50	gymnastics	— 32
soccer	— 46	dance	— 32
archery	— 45	wrestling	— 31

II. PROJECT DESCRIPTION (Continued):

d) grades 9 and 10: the top ten activities were:

Girls		Boys	
horseback riding	150	bowling	79
volleyball	114	table tennis	70
bowling	105	camping	59
camping	100	canoeing	58
canoeing	99	flag football	47
softball	89	horseback riding	47
swimming	87	softball	45
skiing	86	tennis	45
ice-skating	84	skiing	43
bike rally	72	archery	10

e) grades 11 and 12: the top ten activities were:

Girls		Boys	
horseback riding	98	bowling	49
volleyball	84	table tennis	47
canoeing	75	softball	44
bowling	63	canoeing	42
camping	61	tennis	41
ice-skating	60	camping	36
hiking	56	horseback riding	36
skiing	55	golf	36
swimming	52	swimming	32
softball	50	archery	32

III. PROJECT EVALUATION:

- A. The project sponsors report that more surveys would have been returned if the instructions to the principals had been handled differently:
 1. More senior high school students would have completed the surveys if they had been handed out on two non-consecutive days.
 2. Instructions were not explicit enough.
- B. On the positive side, the surveys were easy to design and did not take much time to administer or analyze because of the computer.
 1. The project was low in cost, the only expenses being the paper and the computer time.
 2. The number of returns does indicate a good response.
- C. Some of the survey results are:
 1. There is a high student interest in an intramural program.
 2. Because boys and girls have similar interests, a co-ed program would be suitable.

3. There is a strong interest in individual sports at all grade levels, and especially at the upper levels.

a) For example, both boys and girls chose horseback riding, camping, bowling, swimming, skiing, etc. in their top ten choices.

b) Softball and volleyball were the only team sports rated among the top preferences.

4. Certain activities seem to be sex-linked at certain levels:

a) For example, gymnastics and dance are highly rated by girls in grades one through eight and just as poorly rated by the boys in these groups.

b) In the upper grades, gymnastics and dance do not make the top ten preferences for either boys or girls.

IV. RECOMMENDATIONS:

- A. If there is no extracurricular or intramural program in a school district, it would be useful to conduct such a survey:
 1. It reveals both the interest level and the activities which generate the most interest.
 2. It indicates where student interests lie — in individual or team, competitive or noncompetitive, youthful or lifetime sports.
 3. It provides a basis from which to expand intramurals and to revise the physical education program.
- B. Instead of the small number of sports choices given to elementary students, more opportunities to express their interest should be provided. Not enough options were given them; here is a chance for creativity in devising possible options.
- C. By grade level in an intramural program, the following activities might be provided for both boys and girls:
 1. Grades 1 and 2: kickball and soccer.
 2. Grades 3-5: softball, basketball, track/field, and soccer.
 3. Grades 6-8: tennis, softball, track/field, table tennis.
 4. Grades 9 and 10: bowling, camping, canoeing, and softball.
 5. Grades 11 and 12: bowling, camping, canoeing, horseback riding.

ADDENDUM 1
INTRAMURAL SURVEY 1-8TH GRADES

CIRCLE ALL CHOICES

1. Grade level (1) 1-2 (2) 3-5 (3) 6-8

2. School 1. High School 2. Intermediate 3. Kreps
4. Drew 5. McKnight 6. Black

3. Sex 1. Male 2. Female

4. Would you participate in an intramural program after school?
1. Yes 2. No

5. If answer is yes, circle the days after school you would like to participate in activities.
1. Monday 2. Tuesday 3. Wednesday 4. Thursday 5. Friday

6. Circle the activities that you would participate in as a team or individual according to your grade level.

Level 1-2

- | | |
|---------------|-----------|
| 1. Gymnastics | 4. Soccer |
| 2. Kickball | 5. Dance |
| 3. Pillo-Polo | |

7. Level 3-5

- | | |
|--------------------|-----------------------|
| 1. Softball | 5. Wrestling |
| 2. Soccer | 6. Flag Football |
| 3. Track and Field | 7. Basketball |
| 4. Gymnastics | 8. Hockey |
| | 9. Other — List _____ |

8. Level 6-8

- | | |
|------------------|---------------|
| 1. Soccer | 6. Tennis |
| 2. Softball | 7. Archery |
| 3. Gymnastics | 8. Volleyball |
| 4. Flag Football | 9. Badminton |
| 5. Wrestling | |

9. 1. Field Hockey

- | | |
|--------------------|-----------------|
| 2. Street Hockey | 4. Modern Dance |
| 3. Track and Field | 5. Table Tennis |
| | 6. Camping |

ADDENDUM 1
INTRAMURAL SURVEY 9-12TH GRADES

CIRCLE ALL CHOICES

1. Grade level (1) K-2 (2) 3-5 (3) 6-8 (4) 9-10 (5) 11-12
2. School 1. High School 2. Intermediate 3. Kreps
4. Drew 5. McKnight 6. Black
3. Sex 1. Male 2. Female
4. Would you participate in an intramural program after school?
1. Yes 2. No
5. If answer is yes, circle the days after school you would like to participate in activities.
1. Monday 2. Tuesday 3. Wednesday 4. Thursday 5. Friday
6. If activities are offered other than after school, circle.
1. Friday night 2. Saturday afternoon 3. Saturday night
4. Sunday afternoon 5. Sunday night 6. Noontime during week
7. Circle the activities that you would participate in as a team or individually.
1. Flag Football 4. Bowling 7. Wrestling
2. Archery 5. Gymnastics 8. Softball
3. Conditioning (Wt. Tr.) 6. Volleyball 9. Tennis
8. 1. Table Tennis 4. Golf 7. Field Hockey
2. Modern Dance 5. Badminton 8. Skiing
3. Swimming 6. Lacrosse 9. Camping
9. 1. Hiking 4. X-Country 7. Ice Skating
2. Fencing 5. Canoeing 8. Horseback riding
3. Horseshoe and Quoits 6. Bike Rally

Varsity members of teams would not be permitted to participate in that sport on an intramural level.

SURVEY CONDUCTED BY BONNIE BONFILIO (H.S.)
AND RAY BRITTON (3-5 Kreps)

Project 2 Workshop for Community People and Educators on Equal Education and Athletics

Ann Schooley
West Windsor-Plainshoro School District

I. GOALS:

- A. To sponsor a workshop for community people and educators who are involved in various sports, recreational and athletics activities.
 - 1. To provide an opportunity for the participants to become informed about federal and state regulations and thus be more supportive of the school district's efforts in this direction.
 - 2. To give school personnel a chance to learn more about the community sports programs and their role in equal education.
 - 3. To provide participants with information about how their organizations will be affected by the new federal and state laws. New Jersey Administrative Code 6:4-1.6(c) states, "No school district shall enter into any contract with a person, agency or organization if it has knowledge that such person, agency or organization discriminates on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status, either in employment practices or in the provision of benefits or services to students or employees."
- B. To provide community people with the opportunity to meet and share information about their organizations and how they are meeting the mandates of the new laws.

II. PROJECT DESCRIPTION:

- A. The project sponsor established a meeting date and an agenda for a workshop on sex desegregation and athletics.
- B. She then compiled a list of more than sixty individuals in and out of the educational system who were working in children's athletics and sent them a letter inviting them to participate in the workshops (see Addendum for copy of the letter).
- C. The workshop content was as follows:
 - 1. All the participants had a chance to introduce themselves and to identify their affiliations or organizations.
 - 2. Copies of the law and other relevant materials were handed out and an explanation of pertinent sections of the federal and state laws was given by a consultant from the Training Institute for Sex Desegregation.
 - 3. After the above introductory activities, the major portion of the program was devoted to questions and answers and an open discussion.

III. PROJECT EVALUATION:

- A. Most organizations did not respond as well as might be expected because there was only one communication with no follow-up.

- B. The workshop was successful in the following aspects:

- 1. The information presented during the workshop was clear and timely.
- 2. The questions and answers were relevant, and the open discussion was informative and stimulating.
- 3. Community people had a chance to exchange information.
- 4. School staff members and community people had a chance to meet each other and share information about activities.

IV. RECOMMENDATIONS:

- A. In order to achieve the goal of enlisting community support for equal education in athletics, it would be advisable to have a committee composed of school and community members to plan future workshops.
 - 1. This will begin a process of communication between these two groups and should result in greater understanding of the problems encountered by each group.
 - 2. Community members' involvement in planning might help to generate interest in such a workshop, especially if they agree to follow up the invitations with a personal telephone call.
 - 3. With committee input, the workshop would be more responsive to the needs of the group.
- B. Some possible activities for future workshops might be:
 - 1. To break into smaller groups to discuss topics of special interest to the participants.
 - 2. To include some general consciousness-raising activities pertaining to athletics. (See Projects 6, 7, and 8 for high school activities which might be demonstrated.)
 - 3. To discuss strategies participants have used in implementation of the law. A follow-up session a month or two later to share the progress and the obstacles would be useful.
- C. Once established, such a group might:
 - 1. Furnish resource persons to local groups and organizations on the issue.
 - 2. Prepare media or other exhibits of local students in co-ed situations as a means of sensitizing others. Such a presentation might also be a student project.
 - 3. Serve as an advisory committee to the school system.
 - 4. Develop a better working relationship between community and school programs of a similar nature.
- D. Each workshop should include an evaluation so that the sponsors can assess the strengths and weaknesses of the program on an on-going basis.

ADDENDUM, PROJECT 2
WEST WINDSOR-PLAINSBORO REGIONAL SCHOOL DISTRICT
PRINCETON JUNCTION, NEW JERSEY 08550
"Sex Desegregation in Athletics" — Title VI

April 14, 1976

Dear

"Sex Desegregation in Athletics" as spelled out by Title VI, New Jersey Law, adopted last May, 1975, is of great significance to all who work with children in athletic pursuits.

On *Wednesday evening, April 28th at 8:00 P.M.*, in the Maurice Hawk School library, a very important meeting dealing with the implications of this law will be held.

Dr. Joyce Countiss, Chairperson of the Legislation Committee of N.J.A.H.P.E.R. Task Force on Title IX and Title VI, will be our guest speaker and will attempt to help us clarify problems.

We would like to have you join our school staff for this very worthwhile meeting.

Please call Mary Ingrassia at the Board Office at 799-0200 on or before Monday, April 26th, to let us know that you or someone representing you will be able to attend.

Looking forward to seeing you on April 28th.

Very truly yours,

Ann Schooley
Physical Education Teacher
Maurice Hawk School

Project 3 In-Service Workshop for Staff Members on Sex Discrimination Legislation

Glenn Kohler
Hamilton Township School District

I. GOALS:

- A. To inform the school district staff -- including board members, administrators, teachers, athletics directors, and specialists of the federal and state legislation barring sex discrimination in health, physical education, and athletics programs through an in-service program. Sponsorship of such a program meets one of the requirements of New Jersey Administrative Code 6:4-1.3(d), which states, "As part of its affirmative action programs or plans, each local school district shall arrange for or provide in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status."
- B. To provide the staff with information regarding the intent, implication, and application of the legislation.
- C. To bring the district's health, physical education, and athletics programs into full compliance with the law.

II. PROJECT DESCRIPTION:

- A. The project sponsor scheduled nine meetings with the staff at all the schools in the district.
 - 1. The meetings were held prior to the start of the school day and lasted from 30 minutes to 1½ hours.
 - 2. Separate meetings were held for elementary staff members (4), athletic directors (5), superintendent, secondary principals and directors of secondary education (8), elementary principals and directors of elementary education (19), and the health and physical education staff at five junior and senior high schools (group size ranged from eight to sixteen persons).
- B. The project sponsor distributed copies of the New Jersey law (Title 6) and relevant sections of the federal law to all participants.
- C. The project sponsor reviewed the legislation and explained the changes mandated, the reasons for those changes, and how these changes would affect the district's health, physical education, and athletics programs. The participants were encouraged to ask questions, raise potential problem areas, express reactions and feelings, etc.

III. EVALUATION:

- A. Scheduling the workshops in the morning before the start of school enabled the sponsor to reach all staff members at a time when they were most receptive to the information being presented.
- B. Presenting the workshop nine times to small groups was much more effective than having one large meeting of eighty-five people. The small groups enabled the participants to discuss the issues, raise questions, and share feelings in a comfortable environment.
- C. The project sponsor felt that the staff members received much more information by attendance at a workshop than by receipt of a central office memorandum describing the law and its implications. Some physical education staff members who felt threatened because they thought they would be expected to teach sports for which they lacked the appropriate skills were able to air their fears. This enabled them to begin to develop some possible solutions to these problems.
- D. The workshops enabled the administration to identify potential problem areas and to make plans for resolving them.

IV. RECOMMENDATIONS:

- A. Some further activities which would continue the goals of information and implementation are:
 - 1. Workshops of a similar nature for students and parents. (See Project 2 as an example.)
 - 2. Pilot projects in co-ed physical education, along with in-service courses to teach staff members new skills. (See as examples Project 6 and Project 7.)
- B. Further workshops should be planned to continue the process begun in the first one. Some aids might be:
 - 1. Creation of a media or bulletin-board display of boys and girls participating in nontraditional activities.
 - 2. Collection of current newspaper and magazine articles on new sports activities of women to use for further discussions and displays.
 - 3. Continuing dialogue on progress and problems in the district with information sharing.

Project 4 Co-Educational Obstacle Course

Robert Fisher
Clinton School District

I. GOALS:

- A. To provide an opportunity for co-educational teams to use various group problem-solving techniques and to work together cooperatively, thereby fulfilling one of the objectives of the New Jersey Administrative Code 6:4-1.3(e): "Each Board of Education shall adopt and approve courses of study, instructional materials, and programs designed to eliminate discrimination and promote understanding and mutual respect between children of different races, colors, creeds, religions, sexes, ancestries, national origins, or social or economic status."
- B. To use these situations as a skill-building and evaluation exercise.

II. PROJECT DESCRIPTION:

- A. The project sponsor designed a twelve-step obstacle course requiring students from the fourth through eighth grades to use the following skills: running, hopping, climbing, crawling, pushing, pulling, balancing, jumping, basic eye-hand coordination, and basic body fitness.
- B. The obstacle course consisted of the following equipment set up according to the project chart (see Addendum):
 - 1. uneven parallel bars
 - 2. side horse
 - 3. two sets of high jump standards
 - 4. jump ropes
 - 5. automobile inner tube
 - 6. 12 bowling pins
 - 7. high and low balance beams
 - 8. scooter, four hockey sticks and pucks
 - 9. five 2" x 4"s four feet long
 - 10. high-jump bar
 - 11. mats, ladder
 - 12. one four-foot cage ball.
- C. The following rules were established for the competition:
 - 1. Each team had eight to twelve students, with fairly equal numbers of males and females.
 - 2. Each student on the team had to complete each obstacle before the entire team moved on to the next one.

- 3. Four teams were on the floor simultaneously.
- 4. Penalties of one and five seconds were given for various errors, such as touching the uprights of the uneven bars, crossing the boundary line with the scooter, mounting the balance beam using the adjusting knob, and so on.

III. PROJECT EVALUATION:

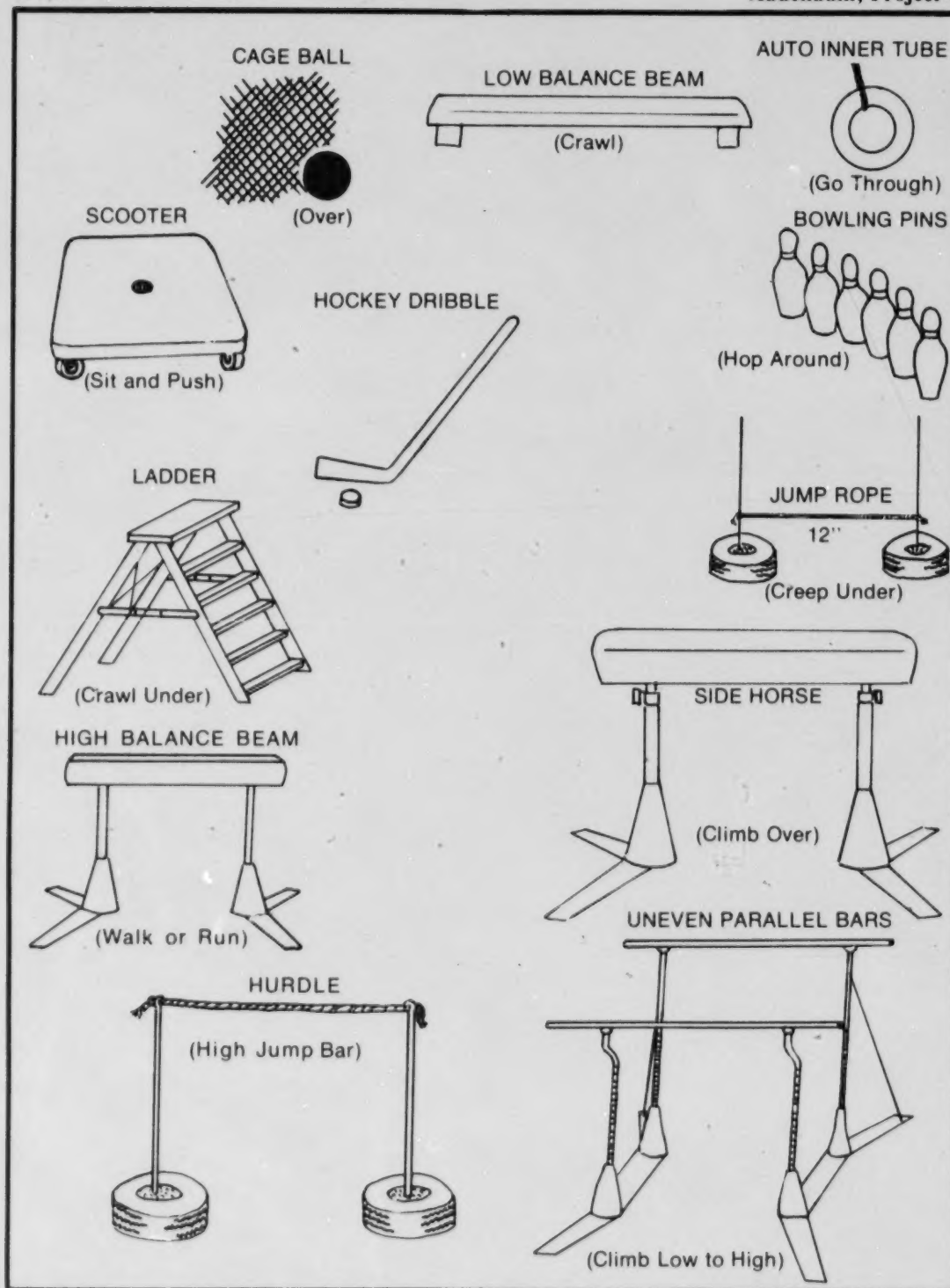
- A. This activity was an excellent means of introducing important physical education concepts to students at the elementary level.
 - 1. It stressed development of the same individual skills for both males and females.
 - 2. It developed team effort.
 - 3. It gave teachers a chance to evaluate the strengths and weaknesses of the individual students.
- B. The obstacle course was flexible enough:
 - 1. To be used, with variations, for older and younger students and to sustain their interest at different age levels.
 - 2. To accommodate as many as thirty to forty students at once.
- C. It encouraged female and male students to work together, regardless of sex differences.

IV. RECOMMENDATIONS:

- A. Not only teacher evaluation, but student evaluation should occur in order to plan future physical education units such as these. For example, those events students found most difficult might be stressed in future units on an individual and team basis.
- B. The obstacle course unit might provide the basis for a valuable discussion with students about real and perceived differences between males and females in physical activity.
 - 1. Demonstration of differences between boys and girls could occur.
 - 2. Where there appear to be differences, the group might identify them and propose compensatory activities to incorporate into the physical education program.
- C. An obstacle course could be included in a co-ed field day.

GYM

Addendum, Project 4



ALL TEAMS MOVE IN SAME DIRECTION

Robert Fisher

Project 5 Freshman Orientation to an Elective Co-Ed Physical Education Program

Priscilla K. Cooke
South Brunswick School District

I. GOALS:

- A. To investigate the patterns of elective choices of high school students to see if, given a variety of choices, students will still cluster together by sex, creating a pattern of voluntary segregation in physical education classes.
- B. To develop a program that encourages students to elect those activities traditionally considered appropriate for the opposite sex in order to integrate the elective physical education program and meet the objective of New Jersey Administrative Code 6:4-1.2 (f):

The local school district shall evaluate courses of study and instructional materials already in use to determine whether they are designed to achieve the objectives set forth in (e) and shall supplement them as necessary where they are not so designed. As the use of such courses and materials is discontinued in the normal course of events, the local school district shall replace them with courses and instructional materials designed to meet the objectives set forth in (e).

II. DESCRIPTION:

- A. The project sponsor surveyed the electives chosen by high school freshmen in the previous school year. She found the following results:
 - 1. 25% of the students chose speedball, of which 96% were males and less than 5% females.
 - 2. 16% of the students chose street hockey, of which 96% were males and less than 4% females.
 - 3. 17% chose field hockey, of which 97% were females, and less than 3% males.
 - 4. 20% chose lacrosse, of which 97% were males and less than 8% females.
 - 5. Less than 5% of the students chose golf and dance.
 - 6. Three times as many boys as girls chose football.
 - 7. Less than 10% of all students chose wrestling.
- B. After this analysis of the elective physical education program showed *de facto* segregation, the project sponsor met with members of the physical education department to discuss ways to break down this segregation.
- C. Following the discussion with the other faculty, the sponsor devised a nine-week orientation program for high school freshmen designed to overcome sex-role stereotyping in sports selection.
- D. The orientation was designed as follows:
 - 1. All activities will be co-educational.
 - 2. The classes will be organized in small groups of 20 students with one teacher.

3. The first week of the course will consist of an orientation and explanation of the program.

4. The remaining eight weeks will consist of one-week periods to introduce the students to the following:

- a) dance
- b) wrestling
- c) speedball
- d) street hockey
- e) lacrosse
- f) field hockey
- g) football
- h) golf

E. Following the nine-week program, the students will sign up for activities on an elective basis for the remainder of the year. The project sponsor will keep records to compare the selections of activities for this group with the selections of previous students to determine what impact the orientation program has.

III. EVALUATION:

No evaluation of this project is available at this time because it is not scheduled for implementation until the fall of 1976.

IV. RECOMMENDATIONS:

A. As an important step in the implementation of a truly integrated, elective, physical education program, this concept has value both in breaking down stereotypes and in introducing students to sports previously unavailable to them.

Some possible modifications and further steps are:

- 1. School districts should consider the possibility of similar programs at lower grade levels.
- 2. If the statistics do not indicate a significant increase in the number of students selecting previously all-male or all-female sports, it might be advisable to make this a one-semester or full-year course.
- B. Students should be asked to evaluate individual activities, as well as the entire program. These evaluations should indicate the strengths and weaknesses of the program, especially in relation to traditional attitudes.
- C. A co-ed intramural program should be considered as a necessary correlate to a co-ed physical education program (see Project I).
- D. School districts should include students in the planning and designing stages of similar programs. Their participation should provide additional support for the program.

Project 6 Co-ed Mini-Lesson Combining Wrestling and Square Dancing

Gail Petricek
East Brunswick School District

I. GOALS:

- A. To alter attitudes about traditionally sex-segregated activities by introducing students to two such activities utilizing a mini-lesson format in a co-ed class.
 - 1. To provide students with an opportunity to interact positively with members of the opposite sex in a supportive atmosphere.
 - 2. To provide role models by introducing a male/female teaching team.
 - 3. To introduce students, teachers, parents, guidance counselors, and other staff to the benefits of these activities.
- B. To lead to a further breakdown of stereotypes and an end to voluntary segregation by encouraging the students to sign up for wrestling and square dancing electives in the following year.

II. PROJECT DESCRIPTION:

- A. The project sponsor designed and offered a two-day mini-course in wrestling and square dancing.
 - 1. It was offered to tenth- and eleventh-grade males and females.
 - 2. Of the eighty students who signed up, approximately forty were males and forty females.
- B. The project sponsor enlisted the aid of another physical education teacher so that the teaching would be a team effort.
- C. A pre- and post-questionnaire was administered to the males, females, and a female control group. (See Addendum 6-A for a copy of the questionnaire.)
 - 1. The pre-questionnaire was given about a week before the course.
 - 2. The post-questionnaire was given the day following the mini-lesson.

III. PROJECT EVALUATION:

- A. The project sponsor reported that both students and teachers enjoyed participating in the project.
 - 1. An initial reluctance to engage in co-ed wrestling holds seemed to lessen once the male and female teachers demonstrated the skills.
 - 2. There was a good deal of discussion following each day's activities, not only among the enrolled students, but among nonparticipants as well.
- B. Two days were sufficient for a general introduction to the two activities.
 - 1. It provided the teachers with an opportunity to work with each other in a co-educational setting.
 - 2. It allowed observation of students' responses toward each other and toward the activity.

- 3. It gave the teachers an opportunity to begin to learn a new skill.

- C. The questionnaires indicated that attitudinal change can occur in a short time if students are interacting in a positive atmosphere. (See Addendum 6-B for results of questionnaire.)

- 1. The pre-questionnaire revealed traditional attitudes by both males and females toward the two activities:
 - a) Females displayed a more favorable attitude toward square dancing and a less favorable attitude toward wrestling.
 - b) Males displayed a more favorable attitude toward wrestling and a less favorable attitude toward square dancing.
 - c) The control group showed little interest in either activity.

- 2. The post-questionnaire showed a marked increase in interest in some areas, but not in others:

- a) Girls showed increased interest in both square dancing and wrestling.
- b) Boys showed increased interest in square dancing, but evidenced less interest in wrestling.
- c) The control group had a more positive attitude toward square dancing, but evidenced little change in attitude about wrestling.

- D. This project was neither costly nor time-consuming. The major time involved outside of class was the tabulation of the questionnaires.

IV. RECOMMENDATIONS:

- A. A possible variation of this project would be a two-day mini-lesson on a single activity, either for a co-educational group or a single-sex group — for example, a lesson in wrestling for girls, or gymnastics or modern dance for boys. Other possibilities might be lacrosse, jogging, or gymnastics for both sexes.
- B. Co-educational interaction might be encouraged further by giving those students who develop good techniques the opportunity to share their skills with others.
- C. To gain more carry-over in terms of ending *de facto* segregation, some of the following correlative activities might be tried:
 - 1. Similar mini-courses offered just prior to registration for next year's classes.
 - 2. Mini-lessons for freshmen might be offered (see Project 5 as an example).
 - 3. More than one class and more than one teaching team might engage in mini-lessons, thereby giving students more knowledge about possible choices, and teachers more skill in new activities.

IV. RECOMMENDATIONS (Continued):

- D. It is worthwhile to have students participate in the planning process.
 - 1. It provides a further indication of student interest.
 - 2. It makes students more sensitive to the issues involved in co-educational physical education programs.
- E. A further activity might be to set aside some class time to discuss co-ed gym, pro and con, in order to develop methods for improving integrated physical education and as a means to overcome hesitations or barriers from the students or staff.

ADDENDUM, PROJECT 6-A

SURVEY OF PHYSICAL EDUCATION CLASSES

APRIL, 1976

Please check one of the following:

- 1) male _____ female _____
2) grade level: 10 _____ 11 _____ 12 _____

A new high school is starting a physical education program with a limited amount of money for equipment. If you were a member of this school, which areas would you select to participate in? Please list your order of preference by placing a number (1 through 10) after the activity.

3) Fall or Spring

archery	_____	gatorball	_____
field hockey	_____	soccer	_____
flag football	_____	softball	_____
touch football	_____	speedball	_____
frisbee	_____	track	_____

4) Winter

badminton	_____	self-defense	_____
basketball	_____	tumbling	_____
folk dance	_____	volleyball	_____
social dance	_____	wrestling	_____
square dance	_____	yoga	_____

Thank you for your cooperation.

ADDENDUM, PROJECT 6-B

RESULTS OF SURVEY

ORDER OF PREFERENCE

Female Group

	SQUARE DANCE	
	PRE	POST
1	2	1
2	2	2
3	3	4
4	1	4
5	4	1
6	5	8
7	6	4
8	8	5
9	4	5
10	2	3
TOTAL NUMBER PRE: 37		

	WRESTLING	
	PRE	POST
	0	1
	1	1
	0	1
	4	4
	1	3
	3	5
	0	1
	3	4
	8	3
	17	14
TOTAL NUMBER POST: 37		

Male Group

1	1	0
2	1	0
3	0	3
4	0	0
5	0	0
6	1	7
7	6	7
8	7	4
9	12	4
10	8	8
TOTAL NUMBER PRE: 36		

	4	3
	9	9
	12	10
	2	3
	5	2
	4	2
	0	3
	0	0
	0	1
	0	0
TOTAL NUMBER POST: 33		

Control Group (Female)

1	0	1
2	1	1
3	1	1
4	1	3
5	1	2
6	1	3
7	2	3
8	8	3
9	3	2
10	4	4
TOTAL NUMBER PRE: 22		

	0	0
	0	1
	0	2
	3	1
	3	1
	5	2
	1	4
	3	2
	3	6
	4	4
TOTAL NUMBER POST: 23		

Project 7

Co-ed Weight Training/Slimnastic Program

Patricia Daly, Robert Miller
New Brunswick School District

I. GOALS:

- A. To develop a co-ed elective high school course by combining two activities usually considered "male" or "female," so that the voluntary segregation of such electives might be discouraged.
- B. To promote the breakdown of sex-role stereotypes through creation of an environment where male and female students can work together toward the achievement of specific skills.

II. PROJECT DESCRIPTION:

- A. The project sponsors decided to combine two of the most sex-stereotyped activities to see if the combination might attract both male and female students.
 1. Weight training and slimnastics were chosen because weight training is usually considered a "male" course and slimnastics a "female" course.
 2. In combination, these activities would be valuable to both males and females because of the stress on body strength and shaping, vitality, flexibility, and the development of muscle tone.
- B. The program was offered in a five-week time block to tenth- and twelfth-grade students along with two other electives: volleyball and gymnastics.
 1. Thirty-six students chose weight training/slimnastics, of which approximately half were male and half female.
 2. Of the rest of the students, half chose volleyball and half gymnastics.
- C. The weight training/slimnastics course activities were:
 1. General and specific body-conditioning exercises.
 2. A work-out on the universal gym with a minimum of twelve activities.
 3. Work with assorted weights, barbells, and jump ropes, along with exercises in jogging, tumbling, and wrestling in a padded room.
 4. Pre- and post-tests to determine the level of skill, along with a muscle fitness test to determine improved posture and indications of back trouble.
 5. Testing on knowledge of advanced skills and techniques gained in weight training.

6. Nutritional information using pamphlets and a film on fitness from the American Tea Council.
7. A student evaluation (see Addendum for a copy).

III. PROJECT EVALUATION:

- A. Not only did the student participants give the course a positive rating, both in writing and verbally, but other students also showed their interest by the large number who elected it in the next time period.
- B. By utilizing a pre- and post-test format, the project sponsors were able to evaluate the progress made by students in specific areas.
- C. The sponsors felt five weeks was a good time span, but that a fifty-minute period would be more beneficial than the forty-minute time block allotted to classes in their schools. Students also felt that the classes should be smaller than thirty-six students.

IV. RECOMMENDATIONS:

- A. A similar course would be valuable for all high school physical education curricula:
 1. It was easy to plan and implement, low in cost, and of interest to the students.
 2. It resulted in improved skills and fitness.
 3. It utilized equipment and concepts traditionally reserved for one sex or the other, thus helping to break down stereotypes and end the *de facto* segregation so prevalent in elective physical education programs.
- B. The idea of combining two sex-differentiated units into one course might be expanded to include a variety of areas (As an example, see the wrestling and dancing unit in Project 6).
- C. Including students in planning future courses would lead to increased sensitivity toward the issues involved in the development of co-educational physical education programs and would give them an opportunity to have input into programs.
- D. Mini-courses might also be used to introduce these combinations of stereotyped activities (see Project 6 as an example).

ADDENDUM, PROJECT 7
NEW BRUNSWICK HIGH SCHOOL
Physical Education Department
Weight Training/Slimnastics Evaluation
April, 1976

Circle applicable information:

Sex: M F Grade: 10 12

Circle answer that fits your opinion or write response in proper blank:

1. Why did you choose this particular unit?

- A. Title seemed to be of interest.
- B. Didn't like the other choices.
- C. Another student suggested it.
- D. Health teacher suggested it.
- E. Other _____

2. What did you expect to gain from this unit?

- A. Weight training skills.
- B. Slimnastic activities.
- C. Increase strength.
- D. Lose weight.
- E. Gain weight.
- F. Other _____

3. Did the unit meet your expectations? Yes No

By this I mean _____

4. Do you feel this unit could be improved? Yes No

By this I mean _____

5. A. Would you take this unit again?

Yes No

B. Rank with 1 the best to 5, the titles you feel "fit" this course.

- _____ Slimnastics
- _____ Weight Training
- _____ Weight Training/Slimnastics
- _____ Physical Fitness
- _____ Physical Conditioning

C. Your suggestion of another title _____

Project 8
Co-educational Wrestling Class
David D'Alonzo, Patricia Hofmann
Somerset County Vocational Technical High School

I. GOALS:

- A. To teach the basics of wrestling, a traditionally male activity, to both boys and girls in a co-ed physical education class.
- B. To stimulate a wider interest in wrestling among many students so that this activity becomes a part of the physical education curriculum.
- C. To use this activity as one means of breaking down negative, sex-stereotyped attitudes among students, teachers, and administrators.

II. PROJECT DESCRIPTION:

- A. The project sponsors designed a forty-five minute co-ed wrestling course to be given once a week for ten weeks:
 - 1. Each class began with a series of warm-ups consisting of jumping jacks, alternated toe touching, squat thrusting, sit-ups, push-ups, leg stretching, leg lifts, etc.
 - 2. The second part of each class was the introduction and practice of a new wrestling hold, such as basic wrestling position for top and bottom person, wrist roll (done in steps), sit out, half nelson, combination of holds, etc.
 - 3. Using videotapes of some sessions, the students were able to view themselves and discuss their progress.
 - 4. The rules of wrestling, scoring, and some aspects of officiating at matches were also taught.
 - 5. During the ninth and tenth sessions, short tournament matches were held with students as the wrestlers, officials, and scorers.
- B. Project sponsors evaluated the following aspects of the course:
 - 1. The levels of skill achieved by each student.
 - 2. The amount of co-ed interaction and involvement in wrestling.
 - 3. The amount of interest generated in non-participants as a result of hearing about the course.
 - 4. The change in attitudes toward wrestling as a male activity.

III. PROJECT EVALUATION:

- A. Among the sixteen girls and eight boys who participated, an immediate change in attitudes was seen:
 - 1. During the first class, the boys sat on the side and refused to participate.
 - 2. During the second class, all students began to become involved.
 - 3. Boys and girls not only participated, but after the mutual hesitation, they began to wrestle each other, pairing up according to ability.

B. Videotaping proved an excellent tool:

- 1. It gave both students and teachers an opportunity to analyze the development of skill and techniques.
- 2. It showed which skills required more practice.
- C. The ten classes over ten weeks were sufficient time for students to develop some proficiency in all the various holds, rules and officiating techniques.
- D. An effective way of involving all students in the activity (especially those who were initially hesitant) was to involve those students (mostly girls) who were the most interested and to begin with a series of neutral warm-up activities (like jumping jacks, push-ups, sit-ups, etc.).
 - 1. Once the students saw how the course was being handled, some of their fears were eliminated, and they were able to interact in a positive manner.
 - 2. Part of the positive atmosphere was established by the teachers who demonstrated confidence in the girls' ability to develop the skills and perform effectively.
- E. The large amount of discussion and comments stimulated by this course seem to have generated the interest and enthusiasm of other students.

IV. RECOMMENDATIONS:

- A. In similar courses where the students are selected by the teachers, it might be advisable to have a more even male-female ratio with just a few more girls than boys (not a 2 to 1 ratio as it was here).
 - 1. This would establish a better atmosphere initially with neither group feeling outnumbered or threatened.
 - 2. The positive environment would be further fostered by the male and female teachers demonstrating the positions and holds (see Projects 6 and 7 as examples).
- B. In addition to using videotapes of the students, it would also be helpful to have films and slides available for demonstrating the various techniques.
- C. The videotapes plus student demonstrations could be used in other physical education classes in order to generate interest in the activity, as well as to discourage stereotyped attitudes about wrestling. Such demonstration courses should be scheduled for other male- or female-dominated activities in order to promote a co-educational atmosphere and thus possibly reduce sexist attitudes.
- D. A pre- and post-course questionnaire should be given to two groups, one group of students participating in the course and one control group (see Addendum for the questionnaire).
 - 1. Questions 1, 2, and 4 are particularly relevant for eliciting attitudes.

IV. RECOMMENDATIONS (Continued):

2. The true-false questions could be administered to determine the amount of information gained by the participants, as compared to the control group.
 3. Another questionnaire might be prepared for the faculty and administration to determine the "trickle down" effect the course has had on them (this could also be done as a pre- and post-test).
- E. A follow-up to this project would be the scheduling of a variety of co-educational activities for the same marking period so students would be required to have one experience in an activity of their choice.

ADDENDUM, PROJECT 8 **PHYSICAL EDUCATION QUESTIONNAIRE**

NAME _____ CLASS _____ DATE _____

Directions: Fill in the spaces which need words for answers. For other questions, place a check mark in the spaces which are closest to your opinions.

1) Are you a male () or female () (check one)

2) Do you like to attend sports contests or watch them on television:

- () YES — usually
 () NO — not if there is anything else to do
 () Not sure

3) Here's a list of several sports. If you have ever seen a competition in person or on TV — any of these sports — check "YES" next to it . . . if you have NOT, check "NO"

	YES	NO		YES	NO
Badminton	()	()	Weight Lifting	()	()
Polo	()	()	Fencing	()	()
Wrestling	()	()	Handball	()	()
Diving	()	()	Squash	()	()

4) Here's another list of sports. Look at each one and decide if it is good for *males only*, for *females only*, or okay for *anyone* to learn and participate in.

Check your opinion

	OK FOR MALES TO LEARN & DO	OK FOR FEMALES TO LEARN & DO	OK FOR ANYONE TO LEARN & DO & PLAY TOGETHER
Diving	()	()	()
Baseball	()	()	()
Football	()	()	()
Wrestling	()	()	()
Basketball	()	()	()
Tennis	()	()	()
Golf	()	()	()
Fencing	()	()	()
Weight Lifting	()	()	()
Track running	()	()	()
Fencing	()	()	()

FOR THE FOLLOWING . . . CHECK EACH ONE "TRUE" if it is true . . . "NOT TRUE" if the statement is false:

	TRUE	NOT TRUE
i. Wrestling is a "team" sport.	()	()
ii. The "toe jam" is a painful hold in wrestling.	()	()
iii. An "escape" in wrestling happens when one is thrown onto the mat.	()	()
iv. A wrestler gets points for pinning the other wrestler.	()	()
v. A good hold for pinning someone in wrestling is called "the single arm drag."	()	()
vi. The Referee's position is the spot on the mat the referee stands on to watch for fouls during a wrestling match.	()	()
vii. To escape from the bottom position in wrestling, come to a sitting position . . . then roll down and over to face your opponent on all fours.	()	()
viii. The "half nelson and wrist-lock hold" in wrestling is used for takedowns.	()	()
ix. In the high school sport of wrestling, the ropes around the ring are similar to those in professional rings.	()	()
x. The object of wrestling is to knock your opponent out.	()	()
xi. Wrestling matches usually are divided into "rounds" of three minutes each.	()	()

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APPENDIX A-1: EQUALITY IN EDUCATIONAL PROGRAMS: NEW JERSEY LAW

Department of Education State Board of Education

EQUALITY IN EDUCATIONAL PROGRAMS

6:4-1.1 Purposes and Objectives

The New Jersey Constitution and implementing legislation guarantee each child in the public schools equal educational opportunity regardless of race, color, creed, religion, sex, ancestry, national origin, or social or economic status. To assure these basic rights the Commissioner of Education and the State Board of Education have developed these regulations which specifically implement N.J.S.A. 18A:36-20 and the State Board of Education Resolution concerning sex equality in educational programs. These regulations have also been developed in conformity with relevant Federal and State statutes concerning discriminatory conduct.

6:4-1.2 Definitions

(a) "Discriminatory practices" shall mean an action or failure to act based upon race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(b) "Educational activities and programs" shall mean all activities and programs conducted or sponsored by the school either during the school day or after regular school hours.

(c) "School" shall mean every public elementary or secondary school, every regional school, every county vocational school, or any other public institution providing special or general educational services to students from grades K through 12.

6:4-1.3 Policy Development

(a) Each local school district shall develop a policy of equal educational opportunity to be adopted as a resolution by the Board of Education. The school district shall inform the community it serves of this resolution by publicizing it in an adequate manner, including but not limited to the district's customary methods of information dissemination.

(b) Each local school district shall develop two affirmative action programs or plans, which shall include time-tables for corrective action to overcome the effects of any previous patterns of discrimination which may exist and a systematic internal monitoring procedure to ensure continuing compliance.

1. One such program or plan shall include, but need not be limited to, action as required by Section 5, School and Classroom Practices, of this Subchapter.

2. Another program or plan shall include, but need not be limited to, action as required by Section 6, Employment/Contract Practices, of this Subchapter.

3. The programs or plans shall be made available for review to all interested parties.

(c) Each local school district shall designate a member of its professional staff as the affirmative action officer to coordinate and implement the district's efforts to comply.

The progress of the district in complying shall be reported by the Superintendent to the Board of Education as it shall require.

(d) As part of its affirmative action programs or plans, each local school district shall arrange for or provide in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(e) Each Board of Education shall adopt and approve courses of study, instructional materials, and programs designed to eliminate discrimination and promote understanding and mutual respect between children of different races, colors, creeds, religions, sexes, ancestries, national origins, or social or economic status. Community involvement in this process shall be encouraged.

(f) The local school district shall evaluate courses of study and instructional materials already in use to determine whether they are designed to achieve the objectives set forth in (e) and shall supplement them as necessary where they are not so designed. As the use of such courses and materials is discontinued in the normal course of events, the local school district shall replace them with courses and instructional materials designed to meet the objectives set forth in (e).

6:4-1.4 Technical Assistance

The Commissioner or designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures, and in-service training for school personnel so as to aid in the elimination of prejudice on the basis of race, creed, color, religion, sex, ancestry, or social or economic status.

6:4-1.5 School and Classroom Practices

(a) No student shall be denied access to or benefit from any educational program or activity solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(b) There shall be no differential requirements for completion of course offerings or courses of study solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(c) There shall be no discrimination against students because of pregnancy, childbirth, pregnancy-related disabilities actual or potential parenthood, or family or marital status. A student shall not be excluded from any educational program or activity because of pregnancy or related conditions unless she so requests or a physician certifies that such exclusion is necessary for her physical, mental, or emotional well-being. If she is excluded for these reasons, she must be provided with adequate and timely opportunity for instruction to continue or make up her schoolwork without prejudice or penalty.

6:4-1.5 School and Classroom Practices (Continued):

(d) Public school students shall not be segregated on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(e) No course offering, including but not limited to physical education, health, industrial arts, business, vocational or technical courses, home economics, music, adult education, shall be limited on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(f) The athletic program, including but not limited to intramural, extramural, and inter-scholastic sports shall be available on an equal basis to all students regardless of race, color, creed, religion, sex, ancestry, national origin, or social or economic status. The athletic program as a whole shall be planned to insure that there are sufficient activities so that the program does not deny the participation of large numbers of students of either sex.

1. The activities comprising such athletic program shall receive equitable treatment, including but not limited to staff salaries, purchase and maintenance or equipment, quality and availability of facilities, scheduling of practice and game time, length of season and all other related areas or matters.

2. A school may choose to operate separate teams for the two sexes in one or more sports and/or single teams open competitively to members of both sexes, so long as the athletic program as a whole provides equal opportunities for students of both sexes to participate in sports at comparable levels of difficulty and competency.

(g) School personnel shall not use tests, procedures or other guidance and counseling materials which are differentiated or stereotyped on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

When informing students about possible career, professional and/or vocational opportunities, school personnel shall in no way restrict or limit the options presented to students on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

6:4-1.6 Employment/Contract Practices

(a) All persons regardless of race, color, creed, religion, sex, or national origin shall have equal access to all categories of employment in the public educational system of New Jersey.

(b) All New Jersey public school districts shall comply with all State and Federal laws related to equal employment, including but not limited to the New Jersey Law Against Discrimination (N.J.S.A. 10:5.1 *et seq.*), Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, Executive Order 11246 as amended, Equal Pay Act of 1963 as amended, and Title IX of the Education Amendments of 1972 (Higher Education Act).

(c) No school district shall enter into any contract with a person, agency, or organization if it has knowledge that such person, agency, or organization discriminates on the basis of race, color, creed, religion, sex, ancestry, national

origin, or social or economic status, either in employment practices or in the provision of benefits or services to students or employees.

6:4-1.7 Compliance

(a) Each school district shall submit to the Commissioner of Education or designee a copy of its Resolution of Equal Educational Opportunity (See Section 3 (a) of this Chapter) and the name of its affirmative action officer (See Section 3 (c) of this Chapter) within 60 days of the effective date of these regulations.

(b) Each school district shall, within 120 days of the effective date of these regulations, submit its proposed program or plan of affirmative action for School and Classroom Practices (See Section 3 (b) of this Chapter).

(c) Each school district shall, within 180 days of the effective date of these regulations, submit its proposed program or plan of affirmative action for Employment/Contract Practices (See Section 3 (b) of this Chapter).

(d) The Commissioner or designee shall review the programs or plans, approve or reject said plans and shall notify the school system of his decision within 60 days of receipt of the plans.

(e) If the plan is in any way unacceptable, the Commissioner shall designate a person or persons to work with the school district to develop an acceptable plan, which must be completed and approved within 60 days of the receipt of the notice that the original plan was unacceptable.

(f) The plan must be initiated within a time period not to exceed 120 days from the time of its approval and must be fully implemented in accord with an approved time-table.

(g) If within one year of the effective date of the affirmative action plan a school district is still found not to be in compliance with these regulations or its plan was not implemented, the Commissioner may initiate, with the approval of the State Board of Education, action to suspend, terminate or refuse to award continued Federal or State financial assistance. The Commissioner may also make referral to any appropriate judicial and/or administrative Federal, State or local agencies.

6:4-1.8 State Review and Evaluation

(a) At least once every three years the Commissioner or designee shall review and evaluate the progress of each school district in implementing its affirmative action plan. If sufficient appropriations exist, the Commissioner may utilize the services of qualified independent consultants to effectuate the review and evaluation. The Commissioner shall provide each local school district with a copy of such analysis.

(b) The Board of Education of each local school district shall make available to the community a summary of the review and evaluation in accordance with the procedures adopted pursuant to N.J.A.C. 6:4-1.2 (a).

(c) Any and all inadequacies in the program plan as revealed in the review and evaluation shall be corrected as

6:4-1.8 State Review and Evaluation (Continued):

soon as is practicable, but in no case shall correction of the plan be delayed more than 60 days from receipt of notice of inadequacy or noncompliance. If such inadequacy is not corrected in the specified time, it shall result in the procedure described in 6:4-1.7 (g).

6:4-1.9 Appeals

In accordance with N.J.S.A. 18A: 6-9, any individual may petition the Commissioner of Education to resolve a dispute arising under these regulations pursuant to procedures set forth in N.J.A.C. 6:24-1.1 *et seq.*

6:4-1.10 Effect of Related Statutes

The obligation to comply with these regulations is not

obviated or alleviated by any State or local law or rule or regulation of any organization, club, athletic or other league or association which would limit the eligibility or participation of any student on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

An order adopting these rules was filed and effective May 20, 1975, as R. 1975 d, 137.

This notice is published as a matter of public information.

For further information, contact Mrs. Nida E. Thomas, Director, Office of Equal Educational Opportunity, State Department of Education, 225 West State Street, Trenton, N.J. 08625. (Phone 609-292-5922)

APPENDIX B: ARTICLES ON EQUALITY IN PHYSICAL EDUCATION

Girls' Sports: Focus on Equality

by Phyllis Zatlin Boring

Sex discrimination has been more prevalent in athletic programs than in any other area in public school education. The Citizens' Advisory Council on the Status of Women points out that less money is spent on girls' sports than on boys' sports; girls are often discouraged from participating, and facilities are more generally available to boys than to girls.

"Short-changing of girls in physical education and sports deprives them of the opportunity to establish life-time habits of exercise which lead to a high level of continuing good health in adult life," reports the Council. Short-changing of girls in school athletic programs is also now against the law.

Title IX of the Education Amendments of 1972 forbids sex discrimination in admissions, services and benefits by any educational program or activity receiving federal financial assistance. Although specific guidelines had not yet been released by the Dept. of Health, Education and Welfare, it is the apparent intention of the law to require equality of access to recreational facilities and athletic activities, as well as to all other facets of the educational program. This law, in conjunction with the Equal Opportunity Act of 1972, also provides that women teachers have the right to equal pay and equal employment opportunity.

There can be no doubt that the impact of Title IX will be felt in many school districts. Although there were extensive athletic programs for women in many parts of the country in the 30's and 40's, sports programs for female students declined in the 50's and 60's. As a result, high school girls in several states have gone to court in recent years demanding a right to equal play. The thrust of these suits has been to give the star female athlete the right to compete on boys' teams.

While such court decisions have provided a needed opportunity to the exceptional girl, the average girl cannot compete at that skill level. The real solution to the problem must be the development of girls' sports programs comparable in resources and staff to those of the boys.

In most school districts, resources are not now being divided anywhere near 50-50. In one city in Pennsylvania last year, more money was spent filming the boys' football games than was spent on the entire girls' interscholastic program. In New Jersey in 1971, 10 times more boys than girls had the opportunity to compete on interscholastic teams.

Only part-time facilities

In community after community, girls only have access to the gym in the late afternoon after the boys are through, or are denied the use of facilities available to boys. It is common practice to provide the boys' teams with uniforms while the girls wear their gym suits. Rather than being encouraged to participate in their own sports contests, girls

are urged to be cheerleaders and spectators at the boys' events.

To compensate for the inequities in girls' athletics in New Jersey, in 1972 the state Interscholastic Athletic Association adopted the policy that girls be allowed to compete with boys in noncontact sports when their school failed to provide a girls' team in that sport. Simultaneously, however, the NJSIAA and the State Department of Education hoped that local districts would expand athletic opportunities for girls generally.

In the winter of 1973, the New Jersey division of the Women's Equity Action League surveyed school districts around the state to determine the relative access of athletic programs to girls, particularly at the high school level.

Results of WEAL Review

A review of over 50 districts in 17 counties reveals a general pattern of continuing inequities. Only three of the districts responding to the survey reported that they provided as many interscholastic sports for girls as for boys. Three other districts indicated that 100 per cent of their interscholastic program was for boys. The average district provides twice as many sports activities for boys as girls and also allocates 2/3 to 3/4 of the use of time-shared athletic facilities to the boys. Of the eight districts reporting that boys and girls shared facilities 50-50, six indicated, however, that the district offers two times as many boys' programs as for girls. One of these districts clearly indicated that the boys and girls equally shared the facilities per sport, but as there are 12 sports for boys and only six for girls, the "equal time" for the boys is actually twice that of the girls.

While most of the districts surveyed provided three or four more sports for boys than for girls, one district had an 11-sport gap: 14 sports for boys and three for girls. While four districts reported five or fewer boys' sports, 27 districts had five or fewer girls' sports. Only one district indicated as many as ten sports for girls, but 15 districts reported ten or more interscholastic sports for boys. In general, districts with the largest total athletic program were the ones most likely to provide a variety of girls' sports.

The survey did not ask for budget allocations for the two sports programs or for numbers of children involved. It is reasonable to assume that many of the girls' sports programs receive less funding and can accommodate fewer students than the comparable boys' sports.

Although NJSIAA issued its policy on girls being allowed to play on boys' teams in 1972, one year later almost a third of the districts responding stated that they do not allow girls to compete with boys.

On the other hand, some districts with excellent girls' sports programs are cognizant of the NJSIAA policy and are willing to implement it should the need arise.

Results of WEAL Review (Continued):

One of the best programs found was at Shore Reg. H.S. (Monmouth Co.). The school sponsors 11 sports for boys and nine sports for girls. The athletic director feels very strongly that co-ed interscholastic teams would destroy girls athletics. Physical educators agree with his position, and a diversified, well-developed girls' program such as that of Shore Regional is the equitable approach professional organizations are now supporting.

A few school districts answering the survey reported offering several girls' sports and then proceeded to list cheerleading, drill team, twirlers, majorettes and color guard. Such activities are not really part of an athletic program and are not an acceptable substitute for sports activities for girls. Some cheerleading squads begin as early as junior high, serving to reinforce sex-role stereotyping and very probably having a harmful impact on girls' athletics. The attention is then focused on boys' competition while the girls are relegated to the sidelines.

The survey revealed that most elementary school sports programs are coeducational and that interscholastic competition does not usually begin until junior high or middle school. At that level interscholastic sports are offered for boys only, with basketball the most likely sport.

Several schools reported providing equipment for boys that was not available to girls. Most frequently mentioned was the whirlpool. Several other schools mentioned that they had solved this problem. Although the whirlpool is located in the boys' locker room, the girls are allowed to use it on a time-shared basis.

Another major discrepancy is apparent in the number of coaches involved in the two programs. Although the numbers of regular physical education teachers are about the same, many additional coaches, some part-time, are used in boys' athletics. The number of faculty members involved in the boys' program is therefore usually four or five times as many as in the girls' program. One district reported five phys. ed. teachers or coaches for girls' sports and 43 for boys'. The difference in numbers of coaching staff indicates both an inequality in the girls' athletic program and a lack of equal opportunity for women teachers as coaches.

Although the numbers of men and women phys. ed. teachers at the middle school level, where classes are usually sex-separated was about equal in most districts, there is a disparity at the elementary school level where classes are typically coeducational. At the elementary school, male teachers were favored. In districts where the numbers of male and female elementary phys. ed. teachers were not equal, the men outnumbered the women two to one.

Problems in Elementary also

In the elementary grades, little girls may not yet have been convinced that athletics is "unfeminine," but such negative attitudes are beginning to develop because of societal pressures. It is therefore crucial that the positive role model of the women phys. ed. teacher be presented at

one time or another in the children's early school experience.

The WEAL survey would indicate that girls are not being given equal access to athletic programs and facilities in New Jersey and that women teachers are therefore not being given equal employment opportunity with male physical educators.

The defense districts may present is that girls are not asking for more sports activities, but it may be that districts cannot wait until the girls demand their fair share of time, money, and facilities. Because activities are not being offered, girls are not encouraged to participate.

It is the school, not the individual girl, that must take the first step in correcting the inequities. Certainly if interest is great enough in some districts to run nine or ten different interscholastic sports programs for girls, other districts could surely generate similar enthusiasm if they tried.

OLD WIVES' TALES: WOMEN IN SPORTS

by Donald S. Rosser

As girls increasingly engage in high school athletics, old wives' tales warn of dangers to their health and future ability to reproduce. The chief of sports medicine at the Cleveland Clinic calls these warnings "poppycock."

"All the latest medical evidence indicates there's no reason why females shouldn't participate in sports," says orthopedic surgeon H. Royer Collins, himself a former football coach.

Old wives' tale number one claims that strenuous sports like jumping harm the female reproductive system. To the contrary, Dr. Collins says, such activity improves muscular support in the pelvic area.

Old wives' tale number two claims that athletic competition disrupts menstrual regularity. "The reverse seems to be true," Dr. Collins counters. "Girls active in athletics are usually more regular and have fewer problems."

Old wives' tale number three says girls shouldn't compete during their menstrual period. "Women athletes have won competitions and broken records during all stages of their menstrual cycles," Dr. Collins retorts. "They shouldn't drop out unless they have severe cramps that make competition uncomfortable."

Old wives' tale number four claims girls have fragile bones. "Female bones aren't more fragile, just smaller," Dr. Collins says. "An active girl will have the same strong bones as her male counterpart."

Old wives' tale number five says girls have a higher injury rate than boys. Actually, the injury rate for girls is lower in both contact and noncontact sports, probably because boys are urged to play harder.

New Jersey has a new law allowing girls to participate in varsity sports — such as football — but Dr. Collins does not go that far. "At the high school level, boys are bigger

OLD WIVES TALES: WOMEN IN SPORTS (Continued):
than girls and usually faster and stronger. We in medicine are against the mismatching of youngsters."

"I'm not against girls competing in contact sports if they so desire, but if they compete against other girls they'll be better matched and their chances for serious injury will be greatly diminished."

In noncontact sports such as tennis, track, golf, and swimming, Dr. Collins sees no medical reason why females should not compete against males. Some girls, he expects, would probably surpass some boys in their performance.

"I'm wholeheartedly in favor of both men and women participating in sports," he concludes, "because this is one of the best ways I know to achieve a healthy society."

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PART III
STRATEGIES FOR EQUALITY:
SOCIAL STUDIES

Project 1 In-Service Workshop for Secondary Teachers

Mark Z. Bogdany, Ruth D. Horn
New Brunswick School District

I. GOALS:

- A. To increase the faculty's awareness of and sensitivity to issues raised by sex-role stereotyping in education.
- B. To provide the faculty with resource materials and exercises which can be integrated into the curriculum.

II. PROJECT DESCRIPTION:

- A. The project sponsors designed a two-hour workshop for 160 secondary school teachers to sensitize them to the issues of sex-role stereotyping and to the New Jersey legislation on equal education. The workshop included the following:
 - 1. "Teaching Strategies on Awareness for Today's Education," a speech by a visiting expert on equal education.
 - 2. "The Emerging Woman," a film about women in American history (see Appendix A).
- B. Prior to attending the workshop, the teachers had the opportunity to examine a large number of sex-fair materials and resources in a library exhibit created by the Training Institute for Sex Desegregation and were given a mini-kit of materials, including:
 - 1. Copies of New Jersey State law (18A 36-20).
 - 2. An exercise on language, "Correcting Masculine Terminology." (See Appendix B-2.)
 - 3. Guidelines for evaluating textbooks, audio-visual materials, and classroom decorations. (See Appendix B-2.)
 - 4. An exercise on women in American history entitled "Test Your Feminist I.Q." (See Appendix B-3.)

III. PROJECT EVALUATION:

- A. The workshop encountered some expected hostility because the staff was expected to remain after classes to attend. The film also elicited a negative reaction because it was too long and at too advanced a level for the staff.
- B. The library exhibit was well attended and popular because it was a pertinent and attractive way to present new materials.
- C. Although a two-hour workshop provides time for an introduction to the topic, it allows no opportunity for small group discussion. The time restraints meant that the participants did not have a chance to react to the material and to discuss their attitudes and feelings.
 - 1. Such workshops should include task-oriented activities and exercises (see Appendix B for examples), since these seem to be more popular with participants than a lecture format.
- D. Although there was no formal evaluation included in this project, the coordinators felt that the "soft-sell"

approach was the best one to use in the beginning and that the workshop will have an impact after the teachers have had a chance to reflect on some of the ideas and materials presented.

IV. RECOMMENDATIONS:

- A. This type of workshop can be a positive first step in presenting faculty members with some of the issues of sex-role stereotyping, but evaluation is needed:
 - 1. In order to more accurately assess its impact, it is useful to have the teachers complete a pre- and post-workshop survey. This can be an attitudinal or informational questionnaire (see Projects 3, 5, 7).
 - 2. Another survey should be administered several weeks (or months) later to determine the workshop's lasting effects and provide indications for reinforcement activities.
- B. Small group discussions should be included in any in-service workshop that focuses on a topic that may be threatening to the professional or personal lives of the participants.
 - 1. Small groups of twelve to fifteen participants should be set up to generate maximum interaction and involvement.
 - 2. Such interaction might encourage participants to air their concerns, feelings, anxieties, etc., thereby setting a more positive atmosphere for a rational examination of the issues and related actions.
- C. Follow-up workshops could be planned on specific topics:
 - 1. Some topic examples are: sexism in athletics, stereotyping in guidance practices, classroom practices, employment and promotional patterns, sexism in the curricula, etc.
 - 2. Such workshops should include task-oriented activities and exercises (see Appendix B for examples) since these seem to be more popular with participants than a lecture format.
 - 3. Similar sessions should be planned for students and administrators (as examples, see Projects 3, 4, and 6).
- D. Future workshops for faculty members should include some teachers in the planning process.
 - 1. Movies should be previewed so that their inclusion or replacement can be based on teacher reaction.
 - 2. The teachers should also pre-test some of the activities and exercises so as to provide feedback for improving each session.
- E. Written and/or oral evaluations should be included in each workshop in order to plan effectively for future sessions.

Project 2 Awareness Unit on Sexism in Society

Delores Meyerhoff
East Brunswick School District

I. GOALS:

- A. To make students aware of the pervasiveness of sexism in society through study of some specific areas of society for possible sex bias and discrimination.
- B. To sensitize students to the effects of sexism on them and to have them investigate their own attitudes *vis-a-vis* sexism.

II. PROJECT DESCRIPTION:

- A. The project sponsor designed a two-week mini-course to be given in two United States history classes of fifty advanced level seniors.
- B. The course consisted of the following activities:
 1. An attitudinal survey to create awareness of issues (see Addendum 2-A).
 2. A questionnaire concerning the statistics on women and work (see Addendum 2-B).
 3. Reading excerpts on 19th-century college education from a history text which lacked material on women.
 4. Examination of United States history texts (see Addendum 2-C).
 5. Discussion of New Jersey Title 6 and relevant portions of Title IX.
 6. Examination of television commercials, news broadcasts, or television programs (see Addendum 2-D).
 7. Evaluation by the students of the activities and new information, insights, and sensitivities gained through the mini-course (see Addendum 2-E).

III. EVALUATION:

- A. The project was enthusiastically received by the students because it involved them in lively, non-traditional activities.
 1. Stimulating discussions followed both the attitudinal and economic surveys.
 2. The economic survey was particularly effective because the students were amazed by the information it revealed about women workers.
- B. The most sensitizing activity was the analysis of television shows and commercials. This activity also created much discussion among students who were not in the course but who began to view television with a different perspective. The students in the class came to the following conclusions:
 1. All commercials have male voices.

2. All game shows have male masters-of-ceremonies who always have the answers, while the role of women is to display the prizes.
3. Women are usually portrayed as stupid or silly.
4. All medical shows have male doctors.
- C. The least successful activity was the content analysis of the textbooks, probably, the sponsor felt, because the activity occurred too late in the unit. By then, the students' consciousness had already been raised by the previous activities, so that this activity seemed redundant.
- D. The students rated the course highly and felt it should be continued.
- E. The course was easily designed and implemented by one teacher, did not involve any costs, except for mimeographing the surveys and forms, and was realistic within a two-week time frame.

IV. RECOMMENDATIONS:

- A. Content analysis of textbooks is a valuable tool for sensitizing students because it involves students in the analysis of their own materials. This activity should be included in any awareness project, but would be more effective as a beginning activity. It could be used in other subject areas, as well as with all outside reading and research assignments. Some examples are:
 1. In reading and English, to analyze the use of masculine terminology.
 2. In social studies and political science, to look at coverage of women's issues in current or past newspapers and magazines.
 3. In sociology and psychology, to look at the inclusion of women in standard reference materials.
 4. In history and social studies, to count and analyze the content of biographies of women found in the library.
- B. Students should be involved in the planning and design of similar courses. They can pre-test some of the materials and provide feedback to the teachers before the course is implemented.
- C. Students who have completed the initial course might conduct some of the activities in other classes or groups. In addition, some students might want to design original materials and activities to be used in similar courses.

ADDENDUM 2-A

QUESTIONNAIRE

1. Define "Women's Lib".
2. Define sexist.
3. Define racist.
4. Do you intend to pursue a career? _____ If you know what that career goal is, would you please list it? _____
5. Do you intend to marry? _____
6. Do you intend to work while you are married? _____
7. Do you intend to have children? _____
8. Do you intend to work while your children are pre-schoolers? _____ If yes, how will they be cared for? _____
9. Should girls be allowed to play on Little League teams? _____
10. Should there be separate teams in high school for girls/ boys sports? _____
11. GIRLS: Would you call up a boy you were interested in to ask for a date? _____
12. GIRLS: Would you want to pay for the date? _____
13. BOYS: Would you be inclined to accept a date from a girl who called you? _____
14. BOYS: Would you let her pay for the date? _____
15. Do you object to the generic use of terms like: _____
 - a. mankind
 - b. manmade
 - c. man hours
 - d. modern man
 - e. statesman
 - f. prehistoric man

ADDENDUM, 2-B

NAME _____ QUESTIONNAIRE

1. The life expectancy for a female born today is _____ years. The average woman is _____ old when her last child enters school.
2. In the 5 years between 1967 and 1972, the proportion of wives 18-39 years old who expected to have 2 or fewer births rose from 44% to _____.
3. _____ % of American families are headed by women.
_____ % of black American families are headed by women.
4. Women comprise _____ % of the labor force.
5. _____ % of women are in the labor force for some portion of their lives. The average woman is employed for _____ years.
6. _____ % of women in the labor force are married and living with their husbands.
7. About _____ % of employed women work full-time (35 hours or more per week).
8. The average annual income for women who are employed full-time is \$5,903 which is about _____ % of the _____ average for men employed full time. This compares with 64% in 1955.
9. Among year-round full-time college graduates, women averaged _____ while men averaged \$14,351.

TRUE, FALSE T O R F

1. A majority of women work because of economic need.
2. Over half of today's high-school girls will work full-time for up to 30 years.
3. The more education a woman has, the more likely she will seek paid employment.
4. Women workers are ill more than male workers. They cost the company more.
5. Women workers are concentrated in low-paying dead-end jobs.
6. The number of working mothers has been increasing steadily since 1940.
7. Fully employed women high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.
8. The employment of mothers leads to juvenile delinquency as studies have shown.
9. Women are 77% of all clerical workers but only 5% of all craft workers.
10. Job requirements, with extremely rare exceptions, are unrelated to sex.
11. The pay gap between men and women is widening.
12. Married women take jobs away from men.

ADDENDUM, 2-C

CHECKLIST FOR EVALUATION OF HISTORY AND GOVERNMENT MATERIALS FOR SEXISM AND RACISM

	MALE		FEMALE	
A. ILLUSTRATIONS	WHITE	MINORITY	WHITE	MINORITY
1. Who are on the front/back covers?	_____	_____	_____	_____
2. Who is depicted on chapter headings?	_____	_____	_____	_____
3. How many photographs/drawings are there of?	_____	_____	_____	_____
4. Who is the main focus of these pictures?	_____	_____	_____	_____
5. How many political candidates/persons are?	_____	_____	_____	_____
6. How many jurors/lawyers are?	_____	_____	_____	_____
7. How many notable persons are?	_____	_____	_____	_____

	MINORITY MALE	FEMALE	WHITE FEMALE
1. How many minorities and women are:			
a. included?	_____	_____	_____
b. included in each chapter?	_____	_____	_____
c. included for their social/political contributions?	_____	_____	_____
2. How many women are included as wives, mothers of famous men?	_____	_____	_____
3. How many pages are devoted to the status and concerns of:			
a. minorities?	_____	_____	_____
b. women?	_____	_____	_____
4. How many pages are devoted to:			
a. Slavery?	_____	_____	_____
b. the American Indian, past/present?	_____	_____	_____
c. Orientals, past/present?	_____	_____	_____
d. Hispanics, past/present?	_____	_____	_____
e. the 15th Amendment?	_____	_____	_____
f. the 19th Amendment?	_____	_____	_____
g. the Civil Rights Amendment?	_____	_____	_____
h. Civil Rights legislation?	_____	_____	_____
i. the Women's Rights Movement?	_____	_____	_____
5. How many ethnic/religious groups are included:			
a. in the text?	_____	_____	_____
b. for their contributions?	_____	_____	_____
c. for their concerns?	_____	_____	_____
d. for their notable representatives?	_____	_____	_____
6. What minority or ethnic groups are excluded?	_____	_____	_____

From: "Checklist for Evaluating Textbooks," Trenton (N.J.): Department of Education, Office of Equal Education Opportunity. Reprinted with permission.

ADDENDUM, 2-D

WORKSHEET ON TV PROGRAMMING

PICK ONE OF THE FOLLOWING THREE AREAS TO EVALUATE. ON ASSIGNMENTS A AND C OBSERVE AS WIDE A VARIETY AS POSSIBLE. ON ASSIGNMENT B OBSERVE A FEW TIMES TO SEE IF FORMAT CHANGES.

A. TV COMMERCIALS

1. Name the commercial.
2. How are women portrayed?
3. How are men portrayed?
4. What idea, image, and or role is conveyed through the ad?

Hours: 4-6 6-8 8-10 10-12 Saturday Sunday

B. TV NEWS BROADCASTS

1. Name the news program.
2. How many women broadcasters are there?
3. How many men broadcasters are there?
4. What kinds of stories does each sex cover? Can you categorize them?
5. Assess the assignments.

Ch. 4 news 5-7 Ch. 2 & 7 6-7:30 Ch. 5 & 11 10-11 Ch. 2 & 4 & 7 11-11:30

C. TV PROGRAMS

1. Name the program.
2. How are women portrayed?
3. How are men portrayed?
4. Does any pattern emerge — assessment of programming.

ADDENDUM, 2-E

SEX _____

ASSESSMENT OF AWARENESS UNIT ON SEXISM

Would you please evaluate the following exercises we did during this unit for their:

- a. interest
- b. awareness raising — that is giving you
 - 1. new information
 - 2. new insights
 - 3. sensitizing you to certain ideas, attitudes, or behaviors.

- I. The attitude questionnaire and discussion:
- II. The economic questionnaire and discussion:
- III. The TV program assessment:
- IV. The excerpts from textbooks on higher education in America:
- V. Textbook analysis:

GENERAL EVALUATION OF UNIT: FEEL FREE TO MAKE COMMENTS AND OFFER SUGGESTIVE CRITICISM

- 1. Should the unit be continued?
- 2. Should the unit be expanded upon?
- 3. Was the presentation balanced or one-sided?
- 4. Any suggestions for improvement or modification?

Project 3

Consciousness-Raising Activities for Sixth-Grade Students

Marilyn Roessler

West Windsor-Plainsboro School District

I. GOALS:

- A. To create student awareness of what stereotyping is and to help them relate this concept to their own attitudes.
- B. To make students aware of sexist attitudes and practices in their school and community.
- C. To have students develop a method of bringing these issues to other sixth-grade students.

II. PROJECT DESCRIPTION:

- A. The students first took a vocabulary quiz of words pertaining to sex discrimination. Some of the words included were "sexist," "discrimination," "prejudice," and "stereotype."
- B. The girls wrote an essay beginning, "If I were a boy, I would" Boys wrote one entitled, "If I were a girl, I would"
- C. Next students wrote an essay entitled, "Myself an Adult, Not Married . . .," in which they were instructed to envision themselves at some stage of adult life.
- D. The next activity was developed by the sponsor to make students aware of how stereotyped our images often are. Fifty descriptive words were put on the overhead projector; the students were asked to determine whether the words described boys, girls, football players, clergy, or movie stars. A heated discussion ensued as students decided which categories these words fit in (for results, see Addendum).
- E. Students were asked to bring in magazine pictures which represented a stereotype of an individual or an activity. The class was divided into small groups and each prepared a collage using pictures it had collected.
- F. The culminating activity was to have each student submit questions to include on an awareness questionnaire for other sixth-graders.

III. EVALUATION:

- A. The initial response to the vocabulary test indicated a lack of knowledge of this area. Only three of the fifty students knew the meaning of the word "stereotype."
 1. As the activities progressed, the project sponsor felt the students began to understand the meaning and implications of a stereotype.
 2. By the end of the project, all students had become aware of their own attitudes and understood the concept of a stereotype.
- B. The essay writing exercise was successful because it evoked student enthusiasm and brought forth revealing insights.
 1. In the essay "Myself, an Adult . . .," most girls saw themselves in traditional female roles, even though they did not portray themselves as married. Some of

the occupations were nurse, teacher, bakery salesgirl, clerical worker, and stewardess.

- a. Some saw themselves as not engaged in any work.
 - b. Some thought their jobs would pay poorly.
 - c. One saw herself as a lawyer, but plagued by prejudice.
 - d. Another saw herself as a veterinarian, but believed she would encounter financial problems in running her own hospital.
2. Male essays on the same subject indicated a strong sense of direction, accomplishment, and confidence in themselves, both monetarily and professionally.
 - a. Occupations boys listed included architecture, medicine, statistics, professional athletics, and law.
 - b. Boys believed they would be financially successful. If they had monetary problems, they would be able to solve them.
 3. In the essays "If I were a Boy," girls indicated they would
 - a. engage in more athletics
 - b. have closer relationships with fathers
 - c. not be resentful of being males.
 4. The boys said that if they were girls, they would
 - a. be good students
 - b. be physically attractive
 - c. feel it is unfortunate to be a girl (a comment from over half the boys).
 - C. The least successful activity was the questionnaire design. This proved to be too difficult because most of the students wrote similar questions; the results were not useful.

IV. RECOMMENDATIONS:

- A. Part of the success of this project is attributable to several key factors:
 1. The project was done with two classes and two teachers (although the project sponsor was clearly in charge of the activities with the other teacher assisting her).
 2. The range and liveliness of the discussions was increased by the heterogenous grouping of the students.
 3. The students were given essay assignments prior to any discussions; thus they were provided with an opportunity to reveal some of their own ideas and attitudes before being exposed to any "new" ideas or information.
 4. Each of the activities was short enough to maintain the students' interest and different enough from the

IV. RECOMMENDATIONS (Continued):

- previous one so that the students were not bored.
5. The progression of the activities beginning with student realization of their own ideas to an examination of the ideas and attitudes of society allowed the students to see the link between the two.
- B. All these activities can be modified for use with different age groups. They are easy to do, do not cost any money to implement, and are stimulating for both the students and the teachers.
1. Because of the flexibility of these activities, they can be grouped into a mini-course, spread out over a marking period, or the entire year.
2. Once the students have become excited about these activities, it would be good to reinforce this enthusiasm by having them suggest additional exercises to expand on the basic concepts.
- C. It would be valuable for any district duplicating this project to include students in the planning phases. These students could also pre-test some of the activities and provide valuable feedback for the project sponsor.
- D. An evaluation component should be built into the project so that the sponsor and staff will have an indication from students of the most valuable activities. It will also give them the opportunity to reflect on the experience and to acknowledge what new information they obtained, how their attitudes have changed, and what other activities they feel would be useful.

ADDENDUM, PROJECT 3

STEREOTYPED

Boys

rough
show-off
athletic
carefree
lazy
conceited
brave
rugged
strong
messy
egotistic
short hair
clumsy

Girls

fragile
talkative
unpredictable
long nails
willful
temper
giggly
modest
wayward
graceful
long hair
weak
smart
neat
creative

Football Players

rough
big
strong
smelly
fat
dumb
fast
husky
show-off
aggressive
muscular
active

Ministers, Rabbis, Priests

religious
weak
smart
quiet
holy
active
robes
serious
good
kind
somber
pleasant
fatherly

Movie Stars

rich
sexy
egotistical
phony
funny
show-off
glamorous
talented
envious
carefree
gay

Project 4 Consciousness-Raising Activities for Eighth-Grade Students

Helen Pritz
Highland Park School District

I. GOALS:

- A. To have students become more aware of sex discrimination in society.
- B. To have students realize what their own attitudes are and how they are shaped by the discrimination present in society.

II. PROJECT DESCRIPTION:

- A. The project sponsor designed six lesson-plans to focus on some of the issues of sex discrimination and stereotyping:
 1. The lessons occurred over an eight-day period.
 2. One hundred and eighty eighth-graders led by a team of three teachers (including the sponsor) were involved.
- B. The lessons included the following:
 1. A general discussion on the meaning of "sexism."
 2. A research assignment to find examples of television commercials and newspaper ads that are insulting to women, with a written explanation of why.
 3. Completion of a questionnaire entitled "No Human Being Gets through Life Without Working." Students corrected their own papers and participated in a follow-up discussion (see Appendix B-4).
 4. Completion of the following sentences by the girls: "I would (I would not) like to be a man because . . ." The same exercise was given to boys, with substitution of the word "woman" for "man." Students were told to focus on what they see as the privileges and burdens of each sex, as well as the assignment of roles by sex.
 5. Separation of the class into four small groups, two of girls and two of boys, for a problem-solving exercise entitled "Making a Decision" (see Appendix B-5). After making the decision, each group reported to the class to determine whether there are any differences between boys and girls.
 6. Completion of the questionnaire entitled "Correcting Masculine Terminology," with a follow-up discussion (see Appendix B-2).
 7. A film prepared by the *New York Times* entitled "The New American Woman" with a list of questions to be answered and discussed by the students (see Appendix B-6 for the questions and Appendix A for information on the film).
 8. Review and discussion of "Twenty Facts on Women Workers" (see Appendix B-4).

III. EVALUATION:

- A. Scheduling these lesson plans within an eight-day period proved to be too much in too short a time span.

The students had no opportunity to reflect on and digest one activity before going on to the next.

- B. Although the classes of 180 eighth-graders were heterogeneous, the responses to the activities and information seemed to be similar for all students, with differing responses being sex-related.
- C. The first discussion on the definition of the word "sexism" revealed that students were not sure of its precise meaning. Both boys and girls had only a vague idea of its meaning and could cite only a few examples.
- D. The research assignment on sex-role stereotypes in television commercials and printed media generated a lot of enthusiasm, especially among the girls.
 1. The students brought in lots of examples, most of which portrayed the denigration of women.
 2. The students found that it was more difficult to locate ads that were demeaning to men.
 3. The result of this activity was to help students refine the concept of sexism.
- E. The project sponsor gave the employment questionnaire to both teaching colleagues and students. Both groups received low scores and were astounded by the correct answers. Most had no idea that so many women work or that they will work for so many years.
- F. On the writing exercise concerning a desire or lack of desire to be the opposite sex, some of the attitudes were:
 1. None of the boys said they would like to be female because of concerns about pregnancy, a loss of traveling freedom, and a lack of employment opportunities.
 2. Many of the girls wished to be boys because they believed boys had an easier time socially and were treated more leniently.
 3. The girls also thought the economic opportunities were better for boys, although they felt that times were beginning to change slightly in favor of females.
- G. In the problem-solving activity, no sex-related differences occurred. All the decisions were in favor of youth and against old age.
- H. The masculine terminology exercise was well received by all students. Both boys and girls were convinced that language plays an important part in sex-role stereotyping.
 1. The film presentation was excellent because it raised many issues concerning sexist attitudes and behavior.

IV. RECOMMENDATIONS:

- A. The project sponsor feels that these activities would be better if spaced out over a longer period of time, perhaps once a week for eight weeks.
 1. Students need time to think about the materials.

IV. RECOMMENDATIONS (Continued):

2. If time for sharing the feelings of concern and anxiety had occurred, perhaps some of the hostility from boys might have been alleviated. The teacher might have been able to focus on specific reasons for threatening feelings and plan some additional activities around them.
- B. In order to integrate similar projects into the curriculum at all age levels, teachers must have a certain amount of awareness and information. In-service workshops should be planned by school districts, utilizing many of the same activities that have been used here (see Project 1 and *Strategies for Equality: Guidance*).
- C. Students should be given pre- and post-project attitudinal surveys to determine if there have been any changes which may be attributed to the project.
 1. A simple instrument is the *New York Times* worksheet (see Appendix B-3).
 2. It would also be valuable to administer another test several months after the project has ended to determine if the attitudinal change has been maintained and whether reinforcement activities are needed.
- D. In designing a project for students, it is valuable to include them in the planning process.
 1. This would enable the project sponsor to pre-test some of the materials that are being considered.
 2. Because such a pre-test would sensitize students, they could then serve as discussion facilitators during the activities.
 3. Student evaluation will help to determine the effectiveness of each activity. Students' reactions to each activity will give the sponsor some clues as to why particular responses occurred. This would prevent elimination of an activity solely because it raised some challenging and difficult issues for students.
- E. Some activities which might be included in similar projects include:
 1. A content analysis of the textbooks used at each grade level (see Project 3).
 2. Creation of bulletin boards or collages using the materials brought in from the printed media assignment.
 3. Having students list the names of women they most admire or list the names of famous women and then compare this list with a similar list of men.
 4. Study of the contributions of some women from American history, such as Anne Hutchinson, Abigail Adams, Harriet Tubman, Sojourner Truth, Lucy Stone, Emma Goldman, etc. (see Project 10).

Project 5

A Day in My Life: An Awareness Unit on Sex-Role Stereotyping

Jacqueline Lippman, Patricia Marshall
East Orange School District

I. GOALS:

- A. To have the students study all phases of daily living to determine how and where sex-role stereotyping exists and how it affects their attitudes and behavior.
- B. To have students recognize that social change is providing more choices for both sexes.
- C. To give students an opportunity to work effectively in co-educational groups so they can learn to respect the opinions of others and to express themselves freely.
- D. To promote the development of oral and written skills.

II. DESCRIPTION:

- A. In order to interest students in the project, the project coordinators began with the following graphic method of showing discrimination:
 1. The teacher brought candy in for half the students and explained that only girls would receive it.
 2. When the boys protested, the sponsors agreed to give the candy to the boys instead.
 3. When this did not seem an equitable solution to the students, a discussion ensued in which various non-discriminatory solutions were developed, such as making the choices by drawing from a hat, etc.
- B. On the second day, students were given a four-page pre-questionnaire which was folded in half, with students answering questions on the left side. A control group of twenty students from another school also filled in the questionnaire (see Appendix B-5).
- C. An informal discussion followed based on some of the questions.
 1. To gain student involvement, the coordinators asked all of them to move to the center of the room. Those who thought it was all right for boys to cry were told to move to one area, while those who felt it was all right for girls to cry were to move to another.
 2. Those who felt it was okay for both boys and girls to cry moved to a third area.
 3. As the students were deciding, moving around, and sometimes changing their minds, much discussion was generated.
- D. Then the students were divided into co-ed groups of four-five and were given instruction sheets for each of the following topics. Each group was to do research, write up the findings, and prepare a class presentation:
 1. The family group was to observe the roles played by each member of her/his family in terms of chores, jobs outside the home, and leisure activities (see Addendum 5-A).
 2. The school personnel group surveyed the number of men and women in various jobs in the school.
 - a. They were to select one person in each category and ask her/him the following question using a tape recorder to share the responses with the class: "Do you think a man (or woman) could do the job of _____ as well or better than you? Why?"
 - b. The students were to write their own answers to the following question: "Do you think any of the roles in your school should be changed? Why? Why not? How?" (see Addendum 5-B for instruction sheet).
 3. The school filmstrip group was to watch two filmstrips selected by the sponsors, observe the actions of the men/women, boys/girls, and write down what each was shown doing.
 - a. The group was to re-create one of the filmstrips with roles assigned regardless of sex.
 - b. Both the original filmstrip and the skit were to be presented to the class (see Addendum 5-C for instruction sheet).
 4. The four television groups were assigned to watch a show popular with students in order to observe the roles, jobs, and activities of both sexes. All the groups were to watch the six o'clock news on the three major channels to determine how many reporters were men and how many women. Each member of the group was to play the part of a performer on the show and re-create the performance, regardless of sex (see Addendum 5-D for instruction sheet).
 5. The students in the television commercial group were to observe the roles of men and women and boys and girls in commercials for household products, cars, food, and beauty products. Each member of the group was to re-create a commercial, regardless of sex (see Addendum 5-E for instruction sheet).
 6. The students in the magazine and newspaper group were to determine the number of articles written by men and women, the number of articles written for the interests of men and women, the roles played by men and women in the commercials, and the number of pictures of men and women (see Addendum 5-F for instructions).
 - a. Students were to create a collage.
 - b. They were to rewrite one article, draw one picture, and make up one advertisement with people playing a role not associated with their sex.
- E. Following the presentations, the sponsors discussed them with the students, asked what they had learned, and if they thought there had been any change in their attitudes. Then the students filled in the right side of the questionnaires as the post-test.

III. PROJECT EVALUATION:

- A. The pre- and post-survey results show that the project activities and discussions contributed to significant attitudinal changes by both boys and girls. Girls were more affected by the project than boys.
 - 1. Of the eighty-five fifth grade students who filled in the pre- and post-questionnaire, forty were boys and forty-five girls. The control group consisted of twenty fifth grade students from another school of whom ten were boys and ten girls.
 - 2. For the control group, of the 68 points which could be scored:
 - a. Boys averaged 27 on the pre-test and 26 on the post-test. Average amount of change = -1 point.
 - b. Girls averaged 27 on the pre-test and 28 on the post-test. Average amount of change = +.93.
 - 3. For the group participating in the project, of the total of 68 points possible:
 - a. Boys averaged 26 on the pre-test and 33 on the post-test. Average amount of change = +7 points.
 - b. Girls averaged 25 on the pre-test and 33 on the post-test. Average amount of change = +10 points.
- B. Some further results of the pre- and post-test are:
 - 1. Some students in the experimental group scored a low of 23 and a high of 54 on the post-test.
 - 2. Ten to twelve students revealed dramatic changes in attitudes (that is, their post-test scores were significantly higher than their pre-test scores).
 - 3. The areas involving the most significant attitudinal changes occurred in question 3 ("jobs people do around the house"), question 4 ("ways people relax"), and question 5 ("the range of feelings"). (See Appendix B-5.)
- C. The candy activity created a great deal of interest and discussion. When the students who did not get the candy were asked how they felt after the discussions, they said it turned out all right because the final method of handing out the candy was fair.
- D. The family project was particularly effective because it was easy and interesting, and of high interest level. The school personnel project was less valuable for the students, although it had a ripple effect on people outside this class. Using the tape recorder enabled all the students to hear the responses and to comment on them in the light of what they had learned about sex-role stereotyping.
- E. The projects in which students re-created shows or filmstrips were enthusiastically received. Boys took the roles of grandmother and nurse, and girls played the doctors and ambulance drivers. In one case, the

students created a puppet show which featured two men discussing the merits of paper towels.

- F. The most difficult project was the examination of newspapers and magazines because it required a higher reading level than most of the students had.
- G. As far as scheduling and administration:
 - 1. The project was scheduled to cover a seven-day period with only one day being allotted to the development of the projects; however, this activity actually took three days and should be scheduled over a longer time span in the future.
 - 2. There were minimal costs involved: tapes for the tape recorders and mimeographed tests and instruction sheets.
- H. The students showed a high interest level. Even before the post-test was administered, they said that they had learned a great deal and that some of their ideas and attitudes had changed.

IV. RECOMMENDATIONS:

- A. Although this unit was planned for fifth grade students, it could be effectively used with students in fourth through eighth grades.
- B. Some means of spreading the effects of this project to a larger group would be:
 - 1. Some of the skits and plays might be presented to other classes in the school to sensitize a larger group of students and teachers to the issues of sex-role stereotyping.
 - 2. Materials collected for the collages could be displayed in different areas throughout the school in an attempt to generate discussion among many students.
 - 3. The tapes of school personnel might be presented during an in-service workshop. These tapes would be an effective discussion stimulant since they involved the school staff.
 - 4. If older students participated in this project, they could video-tape roles played by different people in their school. This tape too could be used as part of a staff awareness workshop.
- C. Another corollary activity would be to focus on the roles played by community people; for example, are men or women members of first-aid squad, police officers, fire fighters, politicians, school crossing guards, public librarians, secretaries, etc.? Videotape could be used to document this activity.
- D. Formal evaluation (either written or oral) should be included in this project in order to provide feedback to the sponsors for future projects.

ADDENDUM, 5-A

FAMILY

1. Observe your family after school until bedtime and in the morning before school.
Tell the roles each family member is performing.

	YOU	MOTHER	FATHER	BROTHER	SISTER	OTHER
CHORES						
JOBS OUTSIDE HOME						
LEISURE ACTIVITIES*						

Observe the discipline and behavior of family members.

2. Draw a picture of your own household.
3. Each member of your group will take the role of one person in a household. In play form re-create a family scene so that the family members' activities are interchanged regardless of sex.
4. Present the play to the class.

ADDENDUM, 5-B

SCHOOL PERSONNEL

1. Take a survey of the personnel in your school.
How many men/women have these jobs:

	MEN	WOMEN
PRINCIPAL		
VICE PRINCIPAL		
OFFICE WORKERS		
TEACHERS		
CUSTODIANS		
LUNCH AIDES		
NURSE		
LIBRARIAN		

2. Choose one person in each category and ask them the following question:
Do you think a (man or woman) could do the job of _____ as well or better than you?
Record all their answers on tape and play them back for your class.
3. Answer in written form:
Do you think any of the roles in your school should be changed?
Why? Why not? How?

ADDENDUM, 5-C

SCHOOL FILMSTRIPS

1. Watch two filmstrips.
2. Observe the actions of the men, women, boys, girls in the filmstrip.
3. What are the men shown doing?
What are the women shown doing?
What are the boys shown doing?
What are the girls shown doing?
4. List your observations in written form.
5. Choose one of the filmstrips. Have each member of your group take the part of the performers in the filmstrip. Re-create the filmstrip so that the actions of the people are interchanged regardless of sex.
6. Show the original filmstrip to the class. Then present your skit.

ADDENDUM, 5-D

TELEVISION SHOWS

1. Watch one television show: western
science fiction
family
comedy
2. Observe the roles women play.
Observe the roles men play.
Observe behavior, jobs, and activities of men, women, boys, girls.
3. All groups
Turn on the start of the news at 6:00 pm on ABC, CBS, and NBC. Take a survey as to how many women reporters and men reporters there are on the broadcast.
4. List all your observations in written form.
5. Each member in the group take the part of the performers on the show. Re-create the performance so that the roles are interchanged regardless of sex.
6. Present your show to the class.

ADDENDUM, 5-E

COMMERCIALS

1. Watch a few TV commercials: Household product
Car
Food item
Beauty product
2. Observe roles of people performing in the commercials.
What are the men, women, boys, girls doing?
3. List observations in written form.
4. Have each member in your group take the roles of someone in a TV commercial so that you re-create the commercial regardless of sex. If there are not enough parts for everyone, re-create more than one commercial.
5. Present re-created commercial to the class.

ADDENDUM, 5-F

MAGAZINES AND NEWSPAPERS

1. Look through magazines and newspapers.
 - A. How many articles are written by men?
How many articles are written by women?
 - B. Using titles of articles, how many are written about men?
women?
Or for the interest of men?
women?
 - C. Look at pictures and advertisements.
What are the men shown doing?
What are the women shown doing?
 - D. How many pictures are there of men?
How many pictures are there of women?
2. List your observations in written form.
3. Cut out pictures, and on cardboard make a group collage showing pictures of men, women, boys, girls from the newspapers and magazines.
4. Rewrite one article, one picture, and one advertisement so that the roles of the men and women are changed regardless of sex.

Project 6

Sex-Role Stereotyping in Media and Textbooks: A Six-Week Investigation

William Klika, Ruth T. Penner
Madison School District

I. GOALS:

- A. To make students more aware of sex-role stereotyping through textbook and media analysis.
- B. To examine various alternatives which could be utilized to present a more accurate historical record.

II. PROJECT DESCRIPTION:

- A. The class of twenty-eight students was divided into small groups of four or five students and assigned to collect examples of male or female sex-role stereotyping in the media. Each student was responsible for collecting three examples, each of which was representative of at least five others. The categories investigated were:

1. Television programs
2. Television advertisements
3. Magazine advertisements
4. Newspaper comics and cartoons
5. Newspaper articles

- B. The following week each group discussed its findings, drew some conclusions about them, and presented a consensus to the class about the existence of stereotypes in the media.

- C. Bulletin boards were then created using selected examples of stereotypes from all the groups.

- D. The class was divided into new groups of four or five for an examination and content analysis of their textbook, John Wiltz's *Search for Identity* (Philadelphia: Lippincott, 1973). The following topics were used:

1. Number of men listed in the index.
2. Number of women listed in the index.
3. Number of men shown in illustrations and their activities.
4. Number of women shown in illustrations and their activities.
5. A summary of the kinds of information given about women.

- E. During the fourth week, each group completed its investigation, submitted a written report of its findings, and concluded a discussion with the class concerning the accuracy of the historical presentation of this textbook. The following questions provided a guideline for the reports and discussions:

1. What do students learn about women from reading this book?
2. What do students learn about women from looking at the pictures in this book?
3. What do students infer about the roles and contributions of women from reading this book?
4. Does this book present an accurate picture of American history and society?

5. Is there evidence of a sex bias in this book? If so, do you think it is an intended bias? What evidence can you cite to support your position?

- F. The final part of this investigation consisted of individual or group projects on some of the following topics:

1. Letters containing recommendations to the publisher for improving or revising the book.
2. The revision of short sections of the book.
3. Development of lists of women who should be included in United States history textbooks and short research projects on some of these women.
4. Development of lists of books for the high school or public library which would be useful as resource materials for student research projects on women.
5. Examination of available paperback books suitable for use as supplementary classroom materials.
6. Creation of a display case on some aspects of the project.

III. PROJECT EVALUATION:

- A. The project sponsors report that beginning the project with an examination of the media provided the students with a high level awareness of their own attitudes, as well as some of the sources of these attitudes. It also stimulated the students' curiosity about the rest of the activities.

1. The students had no difficulty in finding examples in the media which were representative of five other examples.

2. During the discussion, the students realized the pervasiveness of sex-role stereotyping and began to discuss the damaging effects it had on limiting options for both men and women.

3. The following represent some of their conclusions:

- a) Sex appeal, rather than discussion of a product's merits, dominates television advertising.
- b) In newspaper comics and on television shows, the women are scatterbrains (e.g., "I Love Lucy," Blondie, etc.).
- c) The doctor shows feature male doctors and female nurses, while all secretaries are women.
- d) Newspaper articles and news programs focus primarily on issues featuring men; very little is printed on issues of concern to women or where women play the major roles.

4. Displays of examples on the bulletin board reinforced the previous discussion and students who were not part of this project were motivated to ask about the projects.

III. PROJECT EVALUATION (Continued):

- B. After the students completed their examination of the textbook and shared their findings concerning the absence of women in the book with the class, they began to question whether the book was a valid and complete historical presentation.
1. This led to a discussion of the problem of writing a book, what to include and exclude, and the role of the publisher. The students realized that one book could not include everything and that the resulting volume reflects the decisions and biases of the publisher and writer.
 2. As a result of the discussion, the students went on to other activities:
 - a) Several students decided to read some women's history books to see who was missing from their textbook (see Bibliography for sources of women's history).
 - b) The students developed a list of twenty-four women for inclusion in future high school United States history courses.
 3. Although a few students expressed some interest in re-writing short sections of the textbook, they were reluctant to do so because they felt they lacked the credentials of the author.
- C. Several students worked on a display case entitled "What Do You Expect From the Future?"
1. On the left side, labeled "traditional roles," were a wedding veil, apron, cookbook, and Mother's Day card.
 2. On the right side, labeled "other options," were a law book, computer cards, and tennis balls, etc.
 3. In the middle were the words "or both."
 4. Even as it was being put together, this display generated lively and heated discussions as students from other classes questioned whether or not the display was derogatory toward motherhood and the traditional roles.
- D. There was not enough time left to pursue any of the other individual or group projects outlined above because final exams started. However, the project sponsors suggest that the interest and motivation level was high enough for most of these projects to be undertaken successfully, if given more time.

1. The project sponsors suggest that similar projects be spread out over several weeks, rather than occurring in five or six days.
2. There is enough substance to each activity to maintain interest and enthusiasm for a week and this would allow enough time for students to "digest" one activity before moving on to the next.

IV. RECOMMENDATIONS:

- A. The enormous impact of the examination of textbooks and media occurred because the students discovered for themselves the extent of stereotyping and the impact it has on their attitudes and behavior. This self-discovery has a stronger and more lasting effect than any didactic lecture by a teacher. Both textbook and media analysis are easily available, stimulating consciousness-raising devices which can be utilized effectively with any age group (see Project 2 for another example).
- B. Some of the activities that followed the textbook examination could be semester research projects. For example:
1. The research projects on women which could be included in history, literature, and science courses.
 2. The identification of books for library purchase.
 3. The revision of various sections of the currently-used textbooks.
- C. All the activities included in this project can be used to demonstrate that there are numerous other groups left out of subject area textbooks. Although some efforts have been made to include Black contributions, most textbooks have relatively little information on Indians, Mexican-Americans, and other ethnic groups.
- D. These activities were of such scope they could be continued throughout the year and be woven into the course at appropriate times.
- E. An evaluation should be included in similar projects. Not only would it provide feedback from the students on the effectiveness of each activity and the unit as a whole, but pre- and post-attitudinal surveys would determine whether there has been significant attitudinal change which can be attributed to the project.

Project 7 Sex-Role Stereotyping in Education and the Media

Patricia Brown
East Brunswick School District

I. GOALS:

- A. To make students aware of sex-role stereotyping and some of its manifestations in society and in themselves.
- B. To provide students with activities which will enable them to eliminate some of the stereotyping they discover.

II. PROJECT DESCRIPTION:

- A. Four hundred eighth-grade students and four teachers participated in the project which was conducted in large and small groups over a two-week period.
- B. The initial activity was a questionnaire completed by all the students (see Addendum 7-A). This led to a discussion of sex-role stereotyping.
- C. Next, all the students received a copy of "The Business Man" as a basis for small and large group discussions on stereotyping (see Addendum 7-B for a copy).
- D. The students then read an article on education taken from a textbook which shows how women have been omitted from social studies texts.
- E. The students were given thirty statements culled from textbooks containing masculine terminology and suggested alternative wording; they discussed the impact of stereotyping in language on themselves and others (see Appendix B-7).
- F. Interspersed throughout the two weeks were several films which were shown to large groups (see Appendix A).
- G. Students were asked to list three living women and three living men who were famous because of their important contributions to society.
- H. The major portion of the unit was devoted to individual or small group assignments. Some of the projects were:
 - 1. An examination of media content (see Project 2 and 6).
 - 2. Content analysis of elementary textbooks used in the district (see Project 6).
 - 3. The reading of a biography or autobiography with a written and oral presentation (see Project 7).
 - 4. Re-creation of a stereotyped television show and a revised version erasing the stereotypes (see Project 5).
 - 5. Analysis of some of the filmstrips in the library collection for stereotyping and a classroom showing at which the students pointed out the stereotypes and made suggestions for revisions.
 - 6. Development of a list of women whose contributions would merit their inclusion in history textbooks (see Project 6).

III. PROJECT EVALUATION:

- A. Although the questionnaire was a valuable beginning

because it generated discussion, it needs some revision:

- 1. It didn't provide for a tabulation by sex.
- 2. Many of the questions were answered the way the students thought they should be answered, rather than from a personal viewpoint. A revised questionnaire should include more direct questions phrased in the first person and more multiple choice and open-ended questions.

- B. The exercise on listing famous men and women led to the following results:

- 1. Students had no difficulty naming men.
- 2. Students were frustrated and amazed when it came to naming women.
- 3. In the end, combining their lists, they came up with 80 female names of which those most frequently included were:

Billie Jean King (105)
Chris Evert (39)
Olga Korbut (39)
Golda Meir (27)
Dorothy Hamill (25)
Barbara Walters (21)

- C. Although all the other activities had a positive response, the most successful were the individual and group projects because they resulted in individualized learning and lively classroom discussions.

IV. RECOMMENDATIONS:

- A. In order to evaluate the impact of the project, the following is suggested:
 - 1. A post-project questionnaire, perhaps divided into two parts, one on attitudes, and one on learned knowledge.
 - 2. Student comments on each of the activities.
 - 3. Written evaluations from teachers to ensure appropriate revisions for the future.
- B. In planning future projects, it would be helpful to include some of the students from this grade level, as well as the participating teachers. This would enable the teachers to become familiar with the materials as they are being developed, and would enable students to pre-test some of the activities, as well as provide feedback on effectiveness.
- C. Because students reacted well to media presentations, some other possible activities might be:
 - 1. Using audio or tape equipment to record the discussions and play them back at a future time for further reinforcement.
 - 2. Having all films and filmstrips shown during the year discussed for stereotyping.
 - 3. Interspersing other media on women into the year's work. (see Appendix A for examples).

ADDENDUM, 7-A

S.G. Activity

8th GRADE SOCIAL STUDIES

WHAT IS YOUR OPINION?

RESPOND ON THE ANSWER SHEET

1. Boys and girls should be reared exactly alike.
2. Working women should get the same pay as men doing the same job.
3. Women with children belong at home.
4. Alimony, in case of divorce, should be abolished.
5. Women should be treated the same as men when applying for a job.
6. It is perfectly acceptable for a woman to ask a man for a date.
7. Only women guidance counselors should counsel high school girls.
8. If a woman can earn a better wage than her husband, she should be the breadwinner; he should take care of the house and the children.
9. In case of a divorce, a woman should pay her ex-husband alimony if she has money but he doesn't.
10. The titles "Miss" and "Mrs." should be replaced by "Ms."
11. Fathers should play an equal role in raising children.
12. Any school receiving governmental funds should be open to both girls and boys.
13. Woman's place is in the home.
14. Women should receive a salary for doing housework and for raising children.
15. The communications media (for example, television and the press) put down women by portraying them as sex objects and/or mindless dolls.
16. Families should have public day-care facilities easily available to them.
17. Salaries, promotions and hiring should be equal for men and women.
18. Being attractive to and supportive of men should be an important goal of women.
19. Women are taken advantage of in this country as much as minority groups are.
20. A bright woman should conceal her intelligence, otherwise she will hinder her chances for dating and marriage.
21. Little children need their own mothers, full-time.
22. A man who cries is not very masculine.
23. The special privileges that men give to women more than make up for any discrimination they practice against them.
24. Children's books promote the traditional roles for men and women.
25. A woman who always argues logically and intelligently is not very feminine.
26. Being attractive to and supportive of women should be an important goal of a man.
27. The housewife-mother role does not really provide women with enough opportunity for using all their abilities.
28. Special treatment for women in hiring and promotion is needed to make up for past discrimination.
29. Which sex has more advantages and privileges in this society?
 - a. men have many more than women
 - b. men have more than women
 - c. there are advantages and disadvantages for each sex
 - d. women have more advantages than men
 - e. women have many more advantages than men
30. What is the *best* way for women to develop their potential?
 - a. by being good wives and mothers only
 - b. by taking jobs that use their feminine skills and qualities
 - c. by taking jobs that fulfill them as individuals
 - d. by joining women's groups that will develop their awareness as women
 - e. by combining marriage, motherhood and work
 - f. by combining marriage or a love relationship and work

ADDENDUM, 7-A (Continued):

31. What is the *best* way for most men to develop their potential?
 - a. by being good fathers and husbands only
 - b. by taking jobs that utilize their uniquely masculine skills and qualities
 - c. by taking jobs that fulfill them as individuals
 - d. by joining men's groups that will develop their awareness as men
 - e. by combining marriage, fatherhood and work
 - f. by combining marriage or a love relationship and work
32. Mrs. R., a mother of 3 children (ages 2, 5 and 8) works full time. What reason(s) do you feel justify her working full time?
 - a. working full time is necessary for advancement in a career
 - b. it is her responsibility to provide support for her family --
 - c. she feels her work is fulfilling
 - d. if she is currently the only parent, she has to work to provide income for her family
 - e. in general, she seems to be more concerned with herself than her family
33. Between a wife and husband who should do the housework (cleaning, cooking, washing)?
 - a. the wife should do it all
 - b. the wife should do almost all of it
 - c. the wife should do over half of it
 - d. the work should be split 50-50
 - e. the husband should do over half of it
34. Between husband and wife, who should handle routine child care?
 - a. the wife should do all of it
 - b. the wife should do almost all of it
 - c. the wife should do over half of it
 - d. the work should be split 50-50
 - e. the husband should do over half of it
35. Excluding actresses and writers, name three women who are famous for their *own* achievements, completely unrelated to whom they married.

ADDENDUM, 7-A (Continued):

8th GRADE SOCIAL STUDIES

WHAT IS YOUR OPINION ANSWER SHEET

	AGREE	DISAGREE	NO OPINION		AGREE	DISAGREE	NO OPINION
1.	X	X	X	15.	X	X	X
2.	X	X	X	16.	X	X	X
3.	X	X	X	17.	X	X	X
4.	X	X	X	18.	X	X	X
5.	X	X	X	19.	X	X	X
6.	X	X	X	20.	X	X	X
7.	X	X	X	21.	X	X	M
8.	X	X	X	22.	X	X	X
9.	X	X	X	23.	X	X	X
10.	X	X	X	24.	X	X	X
11.	X	X	X	25.	X	X	X
12.	X	X	X	26.	X	X	X
13.	X	X	X	27.	X	X	X
14.	X	X	X	28.	X	X	X
29.	A	B	C		D	E	
30.	A	B	C		D	E	F
31.	A	B	C		D	E	F
32.	A	B	C		D	E	
33.	A	B	C		D	E	
34.	A	B	C		D	E	
35.	1. _____						
	2. _____						
	3. _____						

ADDENDUM, 7-B

- A business man is aggressive; a business woman is pushy.
- He is careful about details; she's picky.
- He's depressed, so everyone tiptoes past his office; she's moody, so it must be her time of the month.
- He follows through; she doesn't know when to quit.
- He's firm; she's stubborn.
- He makes wise judgments; she reveals her prejudices.
- He is a man of the world; she's been around.
- He isn't afraid to say what he thinks; she's opinionated.
- He exercises authority; she's tyrannical.
- He's discreet; she's secretive.
- He's a stern taskmaster; she's difficult to work for.

Project 8

The Image of Women: A Two-Week Lesson Plan

Genevieve Nemchik
Hamilton Township School District

I. GOALS:

- A. To make students aware of the roles played by women in past and contemporary societies and of how societal attitudes influence male and female behavior.
- B. To assist students in discovering how pervasive stereotyping is and how it affects their attitudes and behavior.

II. PROJECT DESCRIPTION:

- A. A series of related projects was scheduled for a three-week period in a high school sociology class of fifteen females and four males with readings assigned from *The Women, Yes* (see Bibliography).
- B. The first activities were designed to elicit student knowledge of women in history:
 1. All students were asked to list in five minutes as many famous men as they could from history.
 2. They were then given ten minutes to make a similar list of women.
 3. The results were that the male students listed 73 men and 16 women and female students listed 50 men and 29 women. Both included many women who were famous because of their husbands.
 4. Students then took the "Feminist I.Q. Quiz" (see Appendix B-3).
- C. Next students were divided into groups of two or three and asked to recreate a television program or commercial. This was followed by a discussion of the students' perceptions of the television roles of males and females.
- D. After being divided into groups, the class analyzed magazines and textbooks for stereotypes (for worksheets, see Addendum 8-A and for other similar projects, see Projects 5, 6).
- E. In the next activity on language, students were asked to rephrase sentences so as to make them non-sexist (see Addendum 8-B).
- F. Students were asked to rate five magazine pictures of males and five of females according to the attractiveness of the persons portrayed. Students then worked in groups of four to decide which characteristics or traits they found most and least desirable for males and females.
- G. In addition, the students worked on independent projects which they later reported on in class:
 1. Reading of a biography or autobiography of a woman or a novel by Edith Wharton, Willa Cather, or Ellen Glasgow.
 2. An analysis of character development in terms of social and cultural factors which influenced the character, male or female.

III. EVALUATION:

- A. The opening exercises were a valuable beginning because they were a means of showing the students their lack of knowledge about women.
- B. At first, the students were reluctant to get involved in the role playing, but once they did, they found themselves laughing at the stereotyped roles they were creating. They suggested other shows that fell into the same category. Such role-playing made a strong point.
- C. When the students were asked to rate the pictures according to a scale of physical attractiveness, all the students came up with similar ratings regardless of sex. They discussed this and decided that someone's gender does not create differential perceptions of physical attraction. Some of the desirable traits were a sense of humor and compassion, while the least desirable trait was "a foul mouth."
- D. One of the most successful activities was the independent project. The students enjoyed this because it was individualized and different from any other work they had done before. They made some perceptive analyses.
- E. The project succeeded in accomplishing its goals, according to both the student evaluations and the sponsor's evaluation.

IV. RECOMMENDATIONS:

- A. To continue the use of such material and provide greater depth, it might be useful to develop a high school course on the history of women or images of women in literature.
- B. Some possible increased use of media in this project might be:
 1. Videotapes of the role-playing so that students can watch these situations again to pick up subtleties; the tapes could be used by other classes.
 2. It might be possible to tape class discussions so that students could react to their own comments at the end of the unit.
 3. Other media which might illuminate and add to the unit are found in Appendix A.
- C. The unit should include a pre- and post-project questionnaire so that students can be tested on attitudinal and informational change.

ADDENDUM, 8-A

Objective: To learn the treatment of women in history books.

Procedure: Examine a text and complete worksheet.

Title: _____

Publisher: _____ Year: _____

Check any full page of index. No. of index page _____

Number of males listed _____ Number of females listed _____

Check on the reading matter

Name of Male

No. of lines

Name of Female

No. of lines

Check any 100 pages. Pages Checked _____

Total number of pictures _____

Pictures including males and females _____ Study these pictures.

Where are the males placed? _____

Where are the females placed? _____

How are the males depicted? _____

How are the females depicted? _____

Number of pictures showing _____

Male(s) only _____

Female(s) only _____

Portrait _____

Action picture _____

Type of activity depicted _____

Are there any colored inserts in the pages selected?

If yes, to what were they devoted? _____

What conclusions can you make after completing this exercise?

Objective: To learn how the image of woman/man was created and is perpetuated by magazines.

Procedure: Examine any three issues of the same magazine. Complete the worksheet.

Title of Magazine _____

Dates of Issues _____

ADDENDUM, 8-A (Continued):

Reading matter is geared to what

Age Level _____
Occupations _____
Education _____
Income _____
Leisure _____
Future Goals _____

How is the opposite sex portrayed?

Examine the advertisements. Comment on them.

Suggested Magazines:

Better Homes and Gardens
Essence
Good Housekeeping
Ladies' Home Journal

McCalls
Mademoiselle
New Yorker
Parents

People
Seventeen
Redbook
Cosmopolitan

Select one article and write a one-two page summary with a short paragraph devoted to your reaction.

Format: *Title of Magazine*
"Title of Article"
Date of Issue
Pages

ADDENDUM, 8-B

Objective: Examine how the language perpetuates the image of women.

Reading Assignment: Hecht, Berbrick, Chapter 9.

Activities: Note page 30 in text.

1. Replace the subsuming masculine terms

Men	Brotherhood
Man-Power	Chairman
Man-Made	Freshman
Forefathers	Mankind
Fathers	Congressman

2. Rephrase the following sentences to eliminate sexism in language.

Mrs. Herman Bierstadt mans the cashier's window.

The concern of education is with the freedom and dignity of man.

Can Man Find Peace?

Courts should not waste time on crimes in which the only victim is the offender himself.

If one is willing to die for America when she calls for aid, then he is an American.

A mother, holding her child, coos to him.

We shall follow truth wherever she leads us.

"Let my right hand forget her cunning."

Kumquat University is my Alma Mater; I will always be true to her.

The Newport News flew her flag at half-mast in memory of her lost crewmembers.

Unit-priced regulations tell the shopper how long her food will stay fresh.

The United States of America is about to begin the third century of her existence.

Project 9 A Children's History (and Coloring) Book on Local Women

Philip J. Meara, Theresa Brown
East Windsor School District

I. GOALS:

- A. To introduce students to the history of their local area and its citizens.
- B. To give students knowledge of the historical process by learning of the differences in childhood experiences of women of different ages.
- C. To use these presentations:
 - 1. To create a videotape library.
 - 2. To develop a local history.

II. PROJECT DESCRIPTION:

- A. After the project sponsors identified six prominent community women who might be interviewed; the second grade students sent them invitations to speak before the class.
- B. After five of the women who agreed to speak were scheduled during two consecutive weeks, each was told what the projects entailed.
- C. Some of the major topics covered in the videotaped sessions were:
 - 1. Growing up in Hightstown.
 - 2. The clothing and food of the past (which was of major interest to the children).
 - 3. Technological advances and their introduction (for example, the beginnings of the automobile and television were of great interest to the students).
- D. During the third week, the students reviewed the tapes, discussed them, and began to write their history book. They drew pictures of the women, their parents, and artifacts of their times (see Addendum 9-A).
- E. While the second-graders were creating the history book with one chapter for each woman, some of the eighth-grade girls were developing a chronological list of important dates in the history of the area, using local records and newspapers from the Public Library.

III. PROJECT EVALUATION:

- A. The project sponsor felt that these activities were valuable in introducing young students to the concepts of history. Through local history and oral interviews, the students began to realize that history is what happens to average people they know.
- B. Inviting local community women provided the students with a living proof that history is not only about the famous men in the history books, but also about women. It introduced them to some of the issues in women's struggle for equality:
 - 1. The differences between the lives of girls now and then were evident.
 - 2. Stress was placed on increased numbers of opportunities for women now than in the past. For

instance, one woman said she was the only one of her friends to go to college, whereas today many young women attend college.

- 3. The project also provided students with examples of successful women:
 - a) The women included two teachers and a business officer.
 - b) One of the women stressed the fact that "her father told her when she was little that she could grow up to be anything 'she wanted.'" She was different because she did become a successful business person.
- C. The project's success with students at two different grade levels indicates the range of possibilities in oral and local history. (Some of the eighth-grade girls who sat in on the presentations wrote a biography of the speaker, Ms. Hancock; see Addendum 9-B).
- D. The project was easy to implement, and the only costs were the videotape and mimeo paper.
- E. Although the project took four weeks, it could be scheduled over a longer period and still maintain the students' interest.
- F. The use of videotape was an excellent method of reinforcement, especially for younger students who cannot take notes and may forget the presentation. It also meant the students were creating a permanent historical record for other students' use.

IV. RECOMMENDATIONS:

- A. If videotape is not available, it is possible to implement this project with a tape recorder. Both audio and video tape projects give students experience with equipment and with the development of techniques of interviewing and writing oral history.
- B. This project could have been extended by having several different grade levels of students attend and develop different kinds of materials:
 - 1. For example, first- and second-grade children might prepare coloring books.
 - 2. Third graders might report on homes and household equipment.
 - 3. Fourth graders might look at the changes in schools.
- C. Some further activities, to focus attention on the different roles and opportunities for women in different eras would be:
 - 1. Some of the community people engaged in non-traditional careers (for a New Jersey directory, see Part I: Guidance) might be interviewed to develop a career information booklet based on their experiences.
- D. High school students might develop more ambitious projects.

IV. RECOMMENDATIONS (Continued):

1. A community history using interviews with older residents or pictures, slides, and videotapes of historical landmarks.
2. An ethnic or immigrant history of the people of the community.
- E. It is important to include various evaluation tools and attitudinal surveys in similar projects.
 1. Pre- and post-attitudinal surveys would help to determine if students did develop an historical frame of reference.
 2. Student evaluations would result in appropriate revisions for future projects.
 3. Student inclusion in the planning process would lead to suggestions and feedback in the design and implementation of projects.

Addendum, 9-A

BIOGRAPHY OF MISS WASILESKI

Miss Wasileski graduated Hightstown High School in 1962. She then went to college in North Carolina.

When she was in high school, the high school was in the Intermediate School. There was three schools, the High (Intermediate) School, the Walter C. Black School, and the Stockton School. The Stockton School was located where the parking lot is in front of the Black School. There was no high school football team, just a soccer team, that was usually the state champions. There was no gum chewing allowed in high school or you would get five hours of detention.

At that time, the Catholic Church was across from where Beth-El Temple is now. There was all farms between Route 130 and Princeton.

Miss Wasileski is now a teacher at Melvin H. Krebs School.

By Adrian Jackel
Eighth Grade

Addendum, 9-B

BIOGRAPHY OF MRS. HANCOCK

Mrs. Hancock was born just before the depression in a large house on Broad Street, Freehold. She had one brother and a cat and dog. Her family in that time was considered small because most families of that time were very large.

When she was young, prices were high to them. Movies were 10¢ but most movies were news reels. The candy then was only 1¢ for two, three, or four pieces.

Her family was poor but they had good times. For enjoyment they usually read or listened to the radio.

Her house contained such things as an ice box, wood stove, and a coal burning furnace.

The teachers in the school were very strict and they always wore dresses.

The girls wore dresses too, except in the winter, when it was too cold they wore leggings. They even wore Shirley Temple dresses!

Mrs. Hancock liked Shirley Temple a lot. She saw most of her movies.

Cotton was put in the toe of her shoes when her feet were too small, they got bigger they took out the cotton and they wouldn't have to spend more money on shoes. Their hair ribbons were huge! They wore these when their hair was up.

The cars then were Model T's, first selling for \$800. Then the price went down to \$300.

Later Mrs. Hancock became a history and French teacher.

Today she is still teaching. She is 50 years old and lives in Hightstown.

By Penny Burke and Heidi Zinsmelster
Eighth Grade

Project 10 The Contributions (Past, Present and Future) of American Women

Pauline Lauer
Franklin Township School District

I. GOALS:

- A. To provide students with increased awareness and understanding of the vital and various roles played by women in the development of American society.
- B. To make students aware of their own attitudes and how they have been influenced by stereotypes.
- C. To expand the students' concepts of their own potential and possible options.

II. PROJECT DESCRIPTION:

- A. The initial activity was a short, informational questionnaire administered to twenty-five seventh grade students (see Addendum).
- B. After extensive class discussions were held on the contributions of women and why they have been omitted from reading materials, the sponsor gave out individual reading and research assignments.
 - 1. Both the readings and the research projects were determined according to individual interests and the availability of materials in the school library.
 - 2. Some of the women included in the project were Florence Nightingale, Mary McLeod Bethune, Eleanor Roosevelt, Golda Meir, Amelia Earhart, Joy Adamson, Babe Didrikson Zaharias, Lucretia Mott, Elizabeth Blackwell, and Emma Willard.
- C. At the end of the unit, the students again answered the questionnaire to determine if attitude changes had occurred.

III. PROJECT EVALUATION:

- A. The initial questionnaire provided the project sponsor with some concrete evidence of the students' awareness of the material. Some of the findings were:
 - 1. The students' attitudes were stereotyped; for example, both males and females listed more outstanding men than women.
 - 2. Males felt that there were few contributions from women because men were stronger; women were needed at home; they lacked opportunities, etc.
 - 3. Many males could not think of any contributions by women.
 - 4. Yet all students felt that women have important roles to play in the future, such as holding good jobs, excelling in sports, etc.
- B. The results of the post-questionnaire were:
 - 1. Not as much attitudinal change as the project sponsor had hoped for.
 - 2. A softening of the males' attitudes during class discussions.

- 3. Increased knowledge by all students of some of the contributions by women.
- 4. Increased awareness of the reasons why women have been omitted from books and library materials.
- C. The most successful aspect of the project was the individual research of the students because report-sharing gave all the students an opportunity to expand their knowledge of the contributions of many famous women. However, certain problems occurred because of the lack of materials for student use.

IV. RECOMMENDATIONS:

- A. Because of its simplicity, the questionnaire used in this project would be useful for other similar projects.
 - 1. Its focus is clear and to the point; it does not raise too many issues simultaneously.
 - 2. It enables the students to become aware of their lack of knowledge and provides the impetus for reading and research projects.
 - 3. It might be useful to re-work the final question ("what kind of futures do you see for women?") to elicit more about the increased options that now exist (or at least get students to begin thinking in terms of their own potential).
- B. Some other possible activities are:
 - 1. In order to lessen the defensiveness of the male students, it would be useful to include projects and readings on men.
 - 2. Use of content analysis is an effective method of having students discuss the pervasiveness of stereotyping for themselves (see Project 2 and 4).
- C. In planning future projects, it is suggested that students be involved in the process.
 - 1. Having some male students pre-test and comment on the effectiveness of some of the activities would enable the sponsor to eliminate activities that increase hostility and defensiveness.
 - 2. Evaluations by the students should be an integral part of any project; these comments will help the sponsor make revisions in future projects.
- D. In implementing similar projects, school districts should acquire the necessary supplementary materials (for the library or the classroom).
 - 1. For suggestions, see *Fair Play*, The Training Institute for Sex Desegregation bibliographic publication.
 - 2. See the Bibliography in this publication for useful materials and resources which may be reviewed at the Training Institute for Sex Desegregation.

Addendum 10
QUESTIONNAIRE

1. Who is the most outstanding person you know? State reasons.
2. What contributions to society have brought great benefits?
3. Are there any contributions by women? What are they?
4. Why do you suppose there are so few famous women?
5. Do you feel that women have any advantages in being female?
6. What kind of futures do you see for women?

Project 11
Mock Trial of Susan B. Anthony
Mary H. Groendyke
Clinton Township School District

I. GOALS:

- A. To make students aware of the rights and social treatment of women in the late nineteenth century.
- B. To make students aware of issues involving Constitutional rights.

II. PROJECT DESCRIPTION:

- A. The unit began with an examination of a variety of Supreme Court cases suitable for eighth graders.
- B. Turning to the period from 1840 to 1900, the students studied the trial of Susan B. Anthony.
 - 1. They were assigned to do library research on women's rights.
 - 2. They were given background material on the period to study.
- C. The trial was enacted by having the male students be the judge, jury, and attorneys. The girls were the audience (see Addendum).
- D. A discussion was held about the trial and about women's rights then and now.

III. EVALUATION:

- A. The students were both astounded and embarrassed by the abridgement of rights in the trial, and the girls expressed anger because they were not allowed to be part of the court procedure.
- B. It became necessary to spend more time than had been allotted to background material on the historical period because of a lack of knowledge about women's roles and women's suffrage fight, etc.
- C. As they tried to find out about women's history, the students discovered there were few research materials available to them.
 - 1. The textbook contained little information.
 - 2. The library had only one book on the trial.
 - 3. Filmstrips, essays, and other materials were not available.

IV. RECOMMENDATIONS:

- A. The trial of Susan B. Anthony cannot be conducted in an historical vacuum against a background of contemporary Supreme Court cases. Students need to know the historical background so that they can relate to it effectively, rather than refusing to deal with it (i.e., writing it off because it is so blatant as to seem unreal).

- 1. A week of preparation and introduction before the mock trial should be scheduled.
- 2. Research and reading assignments on all aspects of life in the nineteenth century should be included.
- B. Some of the project assignments and projects which could be undertaken in conjunction with the trial are:
 - 1. Students could write their own mock trial.
 - 2. Students could research the lives of other women who lived in the nineteenth century (see Appendix B-3 for possible list).
 - 3. Students could discuss the arguments they would have used as defenders of female suffrage; what political power is needed to gain new laws; what tools have to be used; and who were the decision makers.
 - 4. The students could then discuss the contemporary women's movement, including some of the following topics:
 - a) Similarities and differences between past and recent women's movement.
 - b) Varieties of viewpoints and opinions represented in today's movement.
 - c) The changes that have resulted in their own lives, attitudes, homes, etc. as a result of the women's movement.
 - 5. Students could investigate the role of women in the anti-slavery movement by looking into the lives of such women as Fanny Kemble, Sojourner Truth, and Lucretia Mott, as well as the role of men like Frederick Douglass, William Lloyd Garrison, and others, in the women's rights movement.
 - 6. While students are exploring Susan B. Anthony's life, they also might investigate her work as a school teacher. A discussion of the discrimination she experienced could lead into broader work on working conditions for women in the nineteenth century.
- C. Students should be included in the planning of any activities. Their suggestions could be pre-tested before using them with the class. These students could also help to stimulate discussion and raise issues.
- D. Students should be given a pre- and post-project questionnaire to determine whether the project contributed to their awareness (see Project 10 for samples).
- E. A formal evaluation tool should be included in future projects to get effective feedback and to make appropriate revisions.

Addendum 11

SUSAN B. ANTHONY DAY KIT

February 15

To The Teacher:

We hope you will join us on February 15 in making that day a celebration that brings together the struggle of all women.

Included in this kit are materials designed to help you deal with the concerns of women in the 19th century (and today). Please read the materials before using in order for you to be able to adapt them to their best advantage. We would appreciate your evaluative comments after having worked with the materials in the kit. If you are interested in the other curriculum materials we have developed please contact me. Good luck.

SUGGESTIONS FOR DRAMATIC ENACTMENTS

Mock Trial of Susan B. Anthony

By 1870, the 14th and 15th Amendments to the Constitution had been ratified. These amendments stated that all U.S. citizens were to be given the equal protection of the law, the full privileges of U.S. citizenship, and that the right to vote was not to be denied on account of "race, color, or previous condition of servitude." In 1872, Susan B. Anthony registered and voted in the presidential election of that year. She was arrested and brought to trial on the charge of illegal voting. (Women were not granted the right to vote until 1920 when the 19th Amendment to the Constitution was passed.)

Stage a mock trial in the classroom. The boys take the parts of judge, jury, prosecuting attorney, and have the task of developing arguments why women should not vote. The girls are the audience. They meet in her defense . . .

Account of the Proceedings on the Trial of Susan B. Anthony on the Charge of Illegal Voting at the Presidential Election in November, 1872.

MISS ANTHONY — Yes, your honor, I have many things to say; for in your ordered verdict of guilty, you have trampled under foot every vital principle of our government. My natural rights, my civil rights, my political rights, my judicial rights, are all alike ignored. Robbed of the fundamental privilege of citizenship, I am degraded from the status of a citizen to that of a subject; and not only myself individually, but all of my sex, are, by your honor's verdict, doomed to political subjection under this, so-called, republican form of government.

JUDGE HUNT — The Court cannot listen to a rehearsal of arguments the prisoner's counsel has already consumed three hours in presenting.

MISS ANTHONY — . . . Your denial of my citizen's right to vote, is the denial of my right of consent as one of the governed, the denial of my right of representation as one of the taxed, the denial of my right to a trial by a jury of my peers as an offender against law, therefore, the denial of my sacred rights to life, liberty, property and —

JUDGE HUNT — The Court cannot allow the prisoner to go on.

MISS ANTHONY — . . . All of my prosecutors . . . not one is my peer; . . . had your honor submitted my case to the jury, as was clearly your duty* . . . not one of those men was my peer; but, native or foreign born, white or black, rich or poor, educated or ignorant, awake or asleep, sober or drunk, each and every man of them was my political superior; hence in no sense, my peer. . . . Precisely as no disfranchised person is entitled to sit upon a jury, and no woman is entitled to the franchise, so, none but a regularly admitted lawyer is allowed to practice in the courts, and no woman can gain admission to the bar — hence, jury, judge, counsel, must all be of the superior class.

JUDGE HUNT — The Court must insist — the prisoner has been tried according to the established forms of law.

MISS ANTHONY — Yes, your honor, but by forms of law all made by men, interpreted by men, administered by men, in favor of men, and against women; and hence, your honor's verdict of guilty, against a United States citizen for the exercise of "that citizen's right to vote," simply because that citizen was a woman and not a man. But, yesterday, the same man-made forms of law, declared it a crime punishable with \$1,000 fine and six month's imprisonment, for you, or me or any of us, to give a cup of cold water, a crust of bread, or a night's shelter to a panting fugitive as he was tracking his way to Canada. And every man or woman, in whose veins coursed a drop of human sympathy violated that wicked law, reckless of consequences, and was justified in so doing. As then, the slaves who got their freedom must take it over, or under, or through the unjust forms of law, precisely so, now, must women, to get their right to a voice in this government, take it; and I have taken mine, and mean to take it at every possible opportunity.

*The judge instructed the jury to return a verdict of guilty.

From: Laurie O. Johnson, *Non-Sexist Curricular Materials for Elementary Schools* (Westbury [N.Y.]: Feminist Press, 1974), pp. 64, 68.
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Appendix A

AUDIO-VISUAL RESOURCES

ACCOMPLISHED WOMEN — Films, Inc., 1144 Wilmette Avenue, Wilmette, Illinois 60091. Color, 25 min.

Descriptions and interviews with some accomplished women: Katherine Graham, LaDonna Harris, Shirley Chisholm, and Helen Reddy; for junior and senior high level.

THE EMERGING WOMAN — Image Films, 17 West 60th Street, New York, N.Y. 10023. Black and white; 45 min.

The best available film about the history of women in America from 1800 to the present; it uses original photos and films and was produced and filmed by women; for senior high, staff level.

THE FABLE OF HE AND SHE — Learning Corporation, 1350 Avenue of the Americas, New York, 10019. Color, 10 min. film.

A delightful cartoon describing a mythical society with stereotyped sex-roles and what happens when a disaster occurs; k-6 grade level.

FREE TO BE — Contemporary McGraw Hill Films, 330 West 42nd Street, New York 10036.

The television program has been divided into three parts that illustrate non-sexist, non-traditional roles through cartoons, stories, and songs; k-6 grade level.

FORGOTTEN WOMEN IN AMERICAN HISTORY — Pacifica Tape Library, Dept. W741, 5316 Venice Blvd., Los Angeles, Ca. 5 audio tapes; 20-30 min. each.

The stories of five women: Frances Wright, Dorothea Dicks, Elizabeth Cady Stanton, Angelina and Sarah Grimke, Susan B. Anthony; junior, senior grade level.

HERSTORY — Interact, Box 262, Lakeside, Ca. 92040. Simulation activities and dittos for unit.

A simulation on male and female roles, emphasizing the American woman's circumstances, past and present; senior high level.

I LOVE YOU . . . GOOD-BYE — Learning Corp., color, 64 min. film.

Adapted from a television film, this is a portrait of a woman who leaves her family to find herself; 9-12 grade level.

MALE AND FEMALE ROLES — Globe Filmstrips, 65 South Water Street, Chicago, Ill. 6 filmstrips and cassettes.

The topics include stereotypes, how they evolved, what they are, how they are learned; 7-12, staff level.

MASCULINITY — Schloat Productions, West Nyack, New York 10994. 4 filmstrips and 3 cassettes.

This set explores concepts of masculinity and femininity through an analysis of sex roles, an enactment of a situation involving conflict between traditional and non-traditional sex roles, and a silent filmstrip of images; 7-12 grade level.

MEN'S LIVES — New Day Films, Box 315, Franklin Lakes, New Jersey 07417. Color, 45 min. film.

A documentary film about growing up male in America; 9-12 grade level.

RECOVERING OUR PAST: THE STRUGGLE FOR WOMEN'S SUFFRAGE — The Feminist History Project, Box 1156, Topanga, Ca. 90290. 24 min. slides, cassette tape.

The story of woman suffragists, told by women suffragists and illustrated with original photos; 7-12 grade level.

SYLVIA, FRAN AND JOY — New Day Films. Black and white; 25 min. film.

A description of three women in three different roles: divorcee, working mother, and homemaker; 7-12 grade level.

UNION MAIDS — New Day Films. Black and white; 48 min. film.

Documentary about how women have worked to organize unions; high school level.

WOMAN CANDIDATE — Blue Ridge Films, 9003 Glenbrook Road, Fairfax, Virginia 22030.

This film follows the campaign of Florence Crater, the first woman to run for state-wide office in Virginia; 7-12 grade level.

WOMEN: THE FORGOTTEN MAJORITY — Inquiry Audio Visuals, 1754 Farragut Ave., Chicago, Ill. 60640. 2 filmstrips and tapes.

A provocative, thought-provoking discussion of the recent woman's movement, from a speech by Gloria Steinem; 7-12 grade level.

THE WOMEN OF NEVE UR — Anti-Defamation League, 315 Lexington Ave., New York 10016. Black and white, 29 min. film.

A description of the lives of Israeli women on a kibbutz near the border; high school level.

WOMEN'S WORK: AMERICA 1620-1920 — Schloat Productions. 4 filmstrips and cassettes.

A history of the changing view and roles of women and work in American society; high school grade level.

APPENDIX B-1: EQUALITY IN EDUCATIONAL PROGRAMS: NEW JERSEY LAW

Department of Education State Board of Education

EQUALITY IN EDUCATIONAL PROGRAMS

6:4-1.1 Purposes and Objectives

The New Jersey Constitution and implementing legislation guarantee each child in the public schools equal educational opportunity regardless of race, color, creed, religion, sex, ancestry, national origin, or social or economic status. To assure these basic rights the Commissioner of Education and the State Board of Education have developed these regulations which specifically implement N.J.S.A. 18A:36-20 and the State Board of Education Resolution concerning sex equality in educational programs. These regulations have also been developed in conformity with relevant Federal and State statutes concerning discriminatory conduct.

6:4-1.2 Definitions

(a) "Discriminatory practices" shall mean an action or failure to act based upon race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(b) "Educational activities and programs" shall mean all activities and programs conducted or sponsored by the school either during the school day or after regular school hours.

(c) "School" shall mean every public elementary or secondary school, every regional school, every county vocational school, or any other public institution providing special or general educational services to students from grades K through 12.

6:4-1.3 Policy Development

(a) Each local school district shall develop a policy of equal educational opportunity to be adopted as a resolution by the Board of Education. The school district shall inform the community it serves of this resolution by publicizing it in an adequate manner, including but not limited to the district's customary methods of information dissemination.

(b) Each local school district shall develop two affirmative action programs or plans, which shall include time-tables for corrective action to overcome the effects of any previous patterns of discrimination which may exist and a systematic internal monitoring procedure to ensure continuing compliance.

1. One such program or plan shall include, but need not be limited to, action as required by Section 5, School and Classroom Practices, of this Subchapter.

2. Another program or plan shall include, but need not be limited to, action as required by Section 6, Employment/Contract Practices, of this Subchapter.

3. The programs or plans shall be made available for review to all interested parties.

(c) Each local school district shall designate a member of its professional staff as the affirmative action officer to

coordinate and implement the district's efforts to comply. The progress of the district in complying shall be reported by the Superintendent to the Board of Education as it shall require.

(d) As part of its affirmative action programs or plans, each local school district shall arrange for or provide in-service training for school personnel on a continuing basis to identify and resolve problems arising from prejudice on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(e) Each Board of Education shall adopt and approve courses of study, instructional materials, and programs designed to eliminate discrimination and promote understanding and mutual respect between children of different races, colors, creeds, religions, sexes, ancestries, national origins, or social or economic status. Community involvement in this process shall be encouraged.

(f) The local school district shall evaluate courses of study and instructional materials already in use to determine whether they are designed to achieve the objectives set forth in (e) and shall supplement them as necessary where they are not so designed. As the use of such courses and materials is discontinued in the normal course of events, the local school district shall replace them with courses and instructional materials designed to meet the objectives set forth in (e).

6:4-1.4 Technical Assistance

The Commissioner or designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures, and in-service training for school personnel so as to aid in the elimination of prejudice on the basis of race, creed, color, religion, sex, ancestry, or social or economic status.

6:4-1.5 School and Classroom Practices

(a) No student shall be denied access to or benefit from any educational program or activity solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(b) There shall be no differential requirements for completion of course offerings or courses of study solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(c) There shall be no discrimination against students because of pregnancy, childbirth, pregnancy-related disabilities actual or potential parenthood, or family or marital status. A student shall not be excluded from any educational program or activity because of pregnancy or related conditions unless she so requests or a physician certifies that such exclusion is necessary for her physical, mental, or emotional well-being. If she is excluded for these reasons, she must be provided with adequate and timely

6:4-1.5 School and Classroom Practices (Continued):

opportunity for instruction to continue or make up her schoolwork without prejudice or penalty.

(d) Public school students shall not be segregated on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(e) No course offering, including but not limited to physical education, health, industrial arts, business, vocational or technical courses, home economics, music, adult education, shall be limited on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

(f) The athletic program, including but not limited to intramural, extramural, and inter-scholastic sports shall be available on an equal basis to all students regardless of race, color, creed, religion, sex, ancestry, national origin, or social or economic status. The athletic program as a whole shall be planned to insure that there are sufficient activities so that the program does not deny the participation of large numbers of students of either sex.

1. The activities comprising such athletic program shall receive equitable treatment, including but not limited to staff salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling of practice and game time, length of season and all other related areas or matters.

2. A school may choose to operate separate teams for the two sexes in one or more sports and/or single teams open competitively to members of both sexes, so long as the athletic program as a whole provides equal opportunities for students of both sexes to participate in sports at comparable levels of difficulty and competency.

(g) School personnel shall not use tests, procedures or other guidance and counseling materials which are differentiated or stereotyped on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

When informing students about possible career, professional and/or vocational opportunities, school personnel shall in no way restrict or limit the options presented to students on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

6:4-1.6 Employment/Contract Practices

(a) All persons regardless of race, color, creed, religion, sex, or national origin shall have equal access to all categories of employment in the public educational system of New Jersey.

(b) All New Jersey public school districts shall comply with all State and Federal laws related to equal employment, including but not limited to the New Jersey Law Against Discrimination (N.J.S.A. 10:5.1 *et seq.*), Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, Executive Order 11246 as amended, Equal Pay Act of 1963 as amended, and Title IX of the Education Amendments of 1972 (Higher Education Act).

(c) No school district shall enter into any contract with a person, agency, or organization if it has knowledge that

such person, agency, or organization discriminates on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status, either in employment practices or in the provision of benefits or services to students or employees.

6:4-1.7 Compliance

(a) Each school district shall submit to the Commissioner of Education or designee a copy of its Resolution of Equal Educational Opportunity (See Section 3 (a) of this Chapter) and the name of its affirmative action officer (See Section 3 (c) of this Chapter) within 60 days of the effective date of these regulations.

(b) Each school district shall, within 120 days of the effective date of these regulations, submit its proposed program or plan of affirmative action for School and Classroom Practices (See Section 3 (b) of this Chapter).

(c) Each school district shall, within 180 days of the effective date of these regulations, submit its proposed program or plan of affirmative action for Employment/Contract Practices (See Section 3 (b) of this Chapter).

(d) The Commissioner or designee shall review the programs or plans, approve or reject said plans and shall notify the school system of his decision within 60 days of receipt of the plans.

(e) If the plan is in any way unacceptable, the Commissioner shall designate a person or persons to work with the school district to develop an acceptable plan, which must be completed and approved within 60 days of the receipt of the notice that the original plan was unacceptable.

(f) The plan must be initiated within a time period not to exceed 120 days from the time of its approval and must be fully implemented in accord with an approved time-table.

(g) If within one year of the effective date of the affirmative action plan a school district is still found not to be in compliance with these regulations or its plan was not implemented, the Commissioner may initiate, with the approval of the State Board of Education, action to suspend, terminate or refuse to award continued Federal or State financial assistance. The Commissioner may also make referral to any appropriate judicial and/or administrative Federal, State or local agencies.

6:4-1.8 State Review and Evaluation

(a) At least once every three years the Commissioner or designee shall review and evaluate the progress of each school district in implementing its affirmative action plan. If sufficient appropriations exist, the Commissioner may utilize the services of qualified independent consultants to effectuate the review and evaluation. The Commissioner shall provide each local school district with a copy of such analysis.

(b) The Board of Education of each local school district shall make available to the community a summary of the review and evaluation in accordance with the procedures adopted pursuant to N.J.A.C. 6:4-1.2 (a).

6:4-1.8 State Review and Evaluation (Continued):

(c) Any and all inadequacies in the program plan as revealed in the review and evaluation shall be corrected as soon as is practicable, but in no case shall correction of the plan be delayed more than 60 days from receipt of notice of inadequacy or noncompliance. If such inadequacy is not corrected in the specified time, it shall result in the procedure described in 6:4-1.7 (g).

6:4-1.9 Appeals

In accordance with N.J.S.A. 18A: 6-9, any individual may petition the Commissioner of Education to resolve a dispute arising under these regulations pursuant to procedures set forth in N.J.A.C. 6:24-1.1 *et seq.*

6:4-1.10 Effect of Related Statutes

The obligation to comply with these regulations is not obviated or alleviated by any State or local law or rule or regulation of any organization, club, athletic or other league or association which would limit the eligibility or participation of any student on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

An order adopting these rules was filed and effective May 20, 1975, as R. 1975 d, 137.

This notice is published as a matter of public information.

For further information, contact Mrs. Nida E. Thomas, Director, Office of Equal Educational Opportunity, State Department of Education, 225 West State Street, Trenton, N.J. 08625. (Phone 609-292-5922)

APPENDIX B-2: EVALUATION FORMS AND EXERCISES ON LANGUAGE AND MATERIALS

B. EVALUATING SOCIAL STUDIES TEXTBOOKS FOR SEXISM AND RACISM:

Choose one of the three following activities using a social studies textbook:

1. Choose four pages from the Index and do the following:

<u>White Male</u>	<u>Minority Male</u>	<u>White Female</u>	<u>Minority Female</u>
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- a. Count the number of persons:
- b. List and categorize the females according to the reason for their inclusion, i.e., wife of president, reformer, etc.

2. Choose 10 pages at random from the text and do the following:

- a. Count the number of persons mentioned by name in each of the following categories:

<u>White Male</u>	<u>Minority Male</u>	<u>White Female</u>	<u>Minority Female</u>
-----------------------	--------------------------	-------------------------	----------------------------

1. Government (elected or appointed)
2. Settlers/pioneers:
3. Scientists/inventors:
4. Explorers:
5. Reformers/leaders of movements:
6. Business/industry leaders:
7. Arts and Letters

3. Choose 50 pages at random from the text and do the following:

- a. Look at the illustrations and count the jobs or roles in which these people are shown:

<u>White Male</u>	<u>Minority Male</u>	<u>White Female</u>	<u>Minority Female</u>
-----------------------	--------------------------	-------------------------	----------------------------

- b. List the jobs/roles of white males:
- c. List the jobs/roles of minority males:
- d. List the jobs/roles of white females:
- e. List the jobs/roles of minority females:

From: Training Institute for Sex Desegregation Worksheets.

TRAINING INSTITUTE FOR SEX DESEGREGATION

A. EVALUATION FORM: BOOKS, ROOM DECORATIONS, TOPICS, AUDIO VISUAL AIDS.

1. What is left out of the book?
2. Are individual women mentioned? Who?
3. Are women quoted as often as men are?
4. Are women included in illustrations? How?
5. Are women included in case histories or examples?
6. Are women in the index?
7. Are women pictured as good models? Are they worthy of emulation?
8. What do the drawings and cartoons depict?
9. Is masculine terminology always used?
10. Is the text consistently male in tone?
11. Are women shown in drawings and in the text as a subclass?
12. Are the girls and women in the books observers only?
13. Are subjects important to women and girls covered?
14. Is the women's movement today discussed? In classroom, in books?
15. Are current events discussed? In classroom, in books?
16. Are current events about women and the new laws and decisions included?
17. Are sex stereotypes discussed?
18. Is the concept of sexism discussed the way racism is?
19. Is the nature of prejudice explained? Racism? Sexism?
20. Do you have different expectations for boys and girls?
21. Do you assign different jobs according to sex?
22. Is there adequate coverage of the 19th Amendment and the struggle for woman's suffrage? Are woman leaders and heroines covered as are black leaders and the struggle for black suffrage?
23. Do the books contain misleading information or omit of employed women? Is there a false assumption that if a few women do work, they receive equal pay and equal opportunity?
24. Do the books/teachers acknowledge the current feminists?
25. Do posters in your room show occupations/activities for males/females?
26. Are activities, responsibilities shared by both sexes?
27. Is there a double standard of behavior or values?

TRAINING INSTITUTE FOR SEX DESEGREGATION

Correcting Masculine Terminology

Masculine terminology, which has the effect of subtly excluding women, of treating them only as a subclass or variant form of the male norm, should be avoided. When speaking of the future, and when the persons referred to may include women at some time, neuter terminology should be used.

Words such as "man" and "mankind" can be replaced by "humanity" and "humankind," "man" and "men" by "person," "people," or "women" and "men." "Man" and "men" can also often be replaced by terms such as candidate, official, politician, leader, president, and so on. Male terms such as Congressman, businessman, can be replaced by terms such as Member of Congress or Representative, business owner or executive, etc.

The use of masculine pronouns (he, him, his) when talking about a person who could be male or female, can sometimes be avoided by switching from the singular to the plural. Thus:

"Citizens cast their votes for the candidates they select."

instead of

"The citizen casts his vote for the man he selects."

How would you correct the following sentences and statements?

1. Men have a variety of ways of working with their problems . . .

2. Man is a rational animal; that is, he is endowed with intelligence . . . He also has the capacity to develop knowledge.

3. The pioneer took his family west.

4. The man of tomorrow will be able to . . .

5. The farmer and his wife worked hard.

6. Mothers could leave their young children at a child care center.

7. Compared to other men, Jefferson was . . .

8. The student should develop an understanding and appreciation of his fellow man both in America and in the world community.

9. Men of "good will" believe that . . .

TRAINING INSTITUTE FOR SEX DESEGREGATION (Continued):

10. The lady rancher . . .

11. A good secretary is a girl who should spell and type well.

12. A boy or girl who joins a gang . . . must have some good reason for doing so, though he may not be able to explain it.

13. Substitute other words: man made, mankind, the average man, fireman, cameraman, statesman, salesman, watchman, man hours, cave man, prehistoric man, police man, mailman, chairman, modern man.

14. The average man and wife worked for 16 hours a day.

15. As a sculptress she gained fame.

16. Balboa married the daughter of an Indian chief.

From: Training Institute for Sex Desegregation Worksheets

APPENDIX B-3: EXERCISES ON WOMEN IN AMERICAN HISTORY

TEST YOUR FEMINIST I.Q.

Can you identify these famous American women, all of whom, during their lifetimes, worked in some way for increased rights for women? Circle the correct answer for each of the ten identifications. (Answer sheet is attached if you give up.)

1. JANE ADDAMS

- a. was the wife of an early American president.
- b. was the founder of the settlement house movement in America.
- c. was not only a staunch abolitionist prior to the Civil War, but also a feminist.
- d. was the only woman ever awarded the Congressional Medal of Honor.

2. ANNE HUTCHISON

- a. was one of the first women pilots.
- b. was the founder of the Shakers.
- c. was a president of the National Women's Suffrage Association.
- d. was an English Puritan who was expelled from Massachusetts for heresy in the colonial period.

3. CHARLOTTE PERKINS GILMAN

- a. believed marriage infantilized women.
- b. led an organization dedicated to unionization of women.
- c. was an anarchist arrested for her political action.
- d. wrote a pioneering feminist work called *The Feminine Mystique*.

4. SUSAN B. ANTHONY

- a. was a school teacher who realized that women were oppressed in the teaching profession.
- b. fought in the Revolutionary War.
- c. began the American Red Cross.
- d. led a consumer action group in the early twentieth century.

5. ELEANOR ROOSEVELT

- a. was one of the first pioneers to travel the Oregon Trail as a missionary.
- b. traveled to Paris and became a protegee and then the equal of some of the Impressionist painters.
- c. insisted that the United Nations Declaration of Rights include rights for women.
- d. ran for president of the United States.

6. KATE CHOPIN

- a. was the sister of the great pianist Frederic Chopin.
- b. wrote a novel that was considered scandalous in the nineteenth century.
- c. refused to follow the usual wedding ceremony because it was oppressive toward women.
- d. founded one of the first high schools for girls in America in the 1820's.

7. ALICE PAUL

- a. led the militant Women's Party, which picketed the White House in their drive for suffrage.
- b. believed that the founding fathers should "remember the ladies" when writing the new U.S. Constitution.
- c. was a spy in the Civil War.
- d. worked as a union organizer traveling from one place to another helping workers to fight for better wages and conditions.

8. MARGARET SANGER

- a. killed herself because she felt so unfulfilled in her career as a writer and in her life.
- b. founded the first college for women after spending years traveling all over New England to raise the money.
- c. spent her life fighting for a woman's right to knowledge and use of good contraception.
- d. headed the Nursing Corps in the Civil War.

APPENDIX B-3 (Continued):

9. SARAH GRIMKE

- a. was the first woman to speak for the rights of women publicly in the United States.
- b. fought for the first Women's Property Act in New York in 1849.
- c. led the fight in professional tennis for equal prize money for women.
- d. was the first woman to hold a cabinet position in the U.S. government.

10. HARRIET TUBMAN

- a. founded a college for black girls.
- b. was married, had a nervous breakdown, and abandoned her husband and child to live an independent life in the 1890's.
- c. was a leader of the Underground Railroad prior to the Civil War.
- d. danced without shoes and in loose garments, causing a scandal in the late nineteenth century.

ANSWER SHEET

1. JANE ADDAMS

Answer: b

- a. Abigail Adams
- c. Lucy Stone
- d. Mary Walker

2. ANNE HUTCHISON

Answer: d

- a. Amelia Earhart
- b. Annie Lee
- c. Elizabeth Cady Stanton

3. CHARLOTTE GILMAN

Answer: a

- b. Margaret Dreier Robins
- c. Emma Goldman
- d. Betty Friedan

4. SUSAN B. ANTHONY

Answer: a

- b. Mollie Pitcher
- c. Clara Barton
- d. Florence Kelley

5. ELEANOR ROOSEVELT

Answer: c

- a. Narcissa Whitman
- b. Mary Cassatt
- d. Victoria Woodhull/Shirley Chisholm

6. KATE CHOPIN

Answer: b

- a.
- c. Lucy Stone
- d. Emma Willard

7. ALICE PAUL

Answer: a

- b. Abigail Adams
- c. Harriet Tubman
- d. Mother Jones

8. MARGARET SANGER

Answer: c

- a. Sylvia Plath
- b. Mary Lyons
- d. Dorothea Dix

9. SARAH GRIMKE

Answer: a

- b. Susan B. Anthony
- c. Billie Jean King
- d. Frances Perkins

10. HARRIET TUBMAN

Answer: c

- a. Mary McLeod Bethune
- b. Charlotte Perkins Gilman
- d. Isadora Duncan

From: Training Institut · for Sex Desegregation Worksheets.

THE NEW AMERICAN WOMAN

1. Why have some people opposed the Equal Rights Amendment?

Do you think this Amendment should be ratified?

Why or why not?

2. What was the Supreme Court's ruling on abortion laws?
What effect has this had on state laws?
3. What influence have magazines had on forming opinions on the role of women?
4. In the past 100 years women have played major roles in a number of social reform movements. Name some of these movements and their leaders.
5. Why do women's groups support the creation of day care centers?

APPENDIX B-4: WORKSHEETS ON WOMEN IN THE WORLD OF WORK

TWENTY FACTS ON WOMEN WORKERS

1. Nine out of ten girls will work at some time in their lives.
2. A majority of women work because of economic need. About three-fifths of all women workers are single, widowed, divorced, or separated, or have husbands whose earnings are less than \$7,000 a year.
3. More than 35 million women are in the labor force; they constitute nearly two-fifths of all workers. Some 4.5 million women or minority races are in the labor force: they constitute more than two-fifths of all minority workers.
4. More than half of all women 18 to 64 years of age are workers.
5. About one-fourth of all women workers hold part-time jobs.
6. Women accounted for three-fifths of the increase in the civilian labor force in the last decade.
7. Labor force participation is highest among women 18 to 24 and 35 to 54 years of age; the median age of women workers is 36 years.
8. The more education a woman has, the greater the likelihood she will seek paid employment. More than 3 out of 5 women 45 to 54 years of age with 4 or more years of college are in the labor force.
9. The number of working mothers (women with children under 18) has increased about ninefold since 1940. They now number 13.0 million, an increase of 3.7 million in the last decade.
10. The 4.8 million working mothers with children under 6 in 1973 had 6.0 million children under 6; the estimated number of licensed day care slots is 920,000.
11. Women workers are concentrated in low-paying dead end jobs. As a result the average woman worker earns less than three-fifths of what a man does, even when both work full time year-round.
12. Unemployment was lowest for white adult males (2.9 percent) and highest for minority teen-age girls (34.5 percent) in 1973.

White adult men	2.9 percent
White adult women	4.3 percent
Minority adult men	5.7 percent
Minority adult women	8.2 percent
White teen-age boys	12.3 percent
White teen-age girls	13.0 percent
Minority teen-age boys	26.9 percent
Minority teen-age girls	34.5 percent

13. Among all families, about 1 out of 8 is headed by a woman; almost 3 out of 10 black families are headed by women. Of all women workers, 1 out of 10 is a family head; 1 out of 5 minority women workers is a family head.
14. Among all poor families, more than 2 out of 5 are headed by women; almost 2 out of 3 poor black families are headed by women.*
15. It is frequently the wife's earnings which raises a family out of poverty. In husband-wife families 11 percent have incomes below \$4,000 if the wife does not work; 3 percent, when she does work.
16. The average woman worker is slightly better educated than the average man worker. Women have completed a median of 12.5 years of schooling; the median for men is 12.4 years.
17. Women are about two-fifths of all professional and technical workers but less than one-fifth of all nonfarm managers and administrators.
18. Women are 77 percent of all clerical workers but only 5 percent of all craft workers.
19. The median wage of full-time, year-round private household workers was only \$2,365 in 1972. Effective May 1, 1974, most private household workers were covered by Federal minimum wage and overtime legislation.
20. Fully employed women high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.

*Classified as poor were those nonfarm families of four with a total income of less than \$4,275 in 1972.

Source: U.S. Department of Commerce, Bureau of the Census; U.S. Department of Health, Education, and Welfare, National Center for Social Statistics; U.S. Department of Labor, Bureau of Labor Statistics and Wage and Hour Division, Employment Standards Administration.

June 1974

"NO HUMAN BEING GETS THROUGH LIFE WITHOUT WORKING"

Name: _____

When questioned about their future, many girls answered, "I'm going to get married"; some went as far as to state, "I'm not going to work because I'm going to get married and stay home." Many husbands also speak of not wanting their wives to "work." It is true that most girls will marry and most will have families, as will most of the boys. Both sexes, however, are describing a future based on two misconceptions. First, neither sex seems to regard home and/or children as work, although anyone who has spent a day alone with two or three pre-school children knows the true, gut meaning of the word "work." Secondly, both sexes seem to believe that girls need not prepare themselves for a vocation or profession because they will not need it. Yet, 90% of all American women will earn wages outside of their homes.

QUICK QUIZ

- _____ 1. How many women in the U.S. enter the work force as wage earners? (a) 3 out of 10, (b) 5 out of 10, (c) 7 out of 10, (d) 9 out of 10.
- _____ 2. The average female wage earner works how many years? (a) 10 years, (b) 15 years, (c) 20 years, (d) 25 years.
- _____ 3. The average male wage earner works how many years? (a) 29 years, (b) 38 years, (c) 43 years, (d) 51 years.
- _____ 4. Those women who do not interrupt their employment are in the labor force how many years? (a) 30 years, (b) 38 years, (c) 45 years, (d) 51 years.
- _____ 5. The life expectancy for a female born today is (a) 60 years, (b) 65 years, (c) 68 years, (d) 74 years.
- _____ 6. What percentage of married women living with their husbands are in the labor force today? (a) 30%, (b) 45%, (c) 60%, (d) 70%.
- _____ 7. What percentage of families living below the poverty line are headed by women? (a) 25%, (b) 50%, (c) 65%, (d) 77%.
- _____ 8. Women were given the right to vote in the (a) 15th Amendment, (b) 19th Amendment, (c) 20th Amendment, (d) 23rd Amendment.
- _____ 9. How many women senators are there in the U.S. Congress? (a) 0, (b) 1, (c) 2, (d) 4.
- _____ 10. Thirty-four states have already ratified the Equal Rights Amendment. How many more states must pass it before March, 1979, in order to be accepted? (a) 2 states, (b) 4 states, (c) 6 states, (d) 16 states.

From: Training Institute for Sex Desegregation Worksheets.

APPENDIX B-5: CONSCIOUSNESS-RAISING ACTIVITIES

MAKING A DECISION

Instructions: You (the group) have been chosen to serve as a committee that will decide who of seven applicants are to be recipients of the four kidney machines available for use.

Two important restrictions: 1) All applicants need a machine to live and so cannot share a machine. 2) You (the group) are the final authorities. Decision must be made by consensus.

Seven Applicants:

1. White thirty-two-year-old mother with five children. Husband abandoned the family three years ago. On welfare.
2. White seventy-year-old business man. Family will donate two million dollars to research if he is chosen to get a machine.
3. White male college student with a high I.Q.
4. White female physician. Unmarried. Fifty-four years old. Works half-time in a community health clinic. Her other work involves research. Had a mild heart attack two years ago.
5. Black mailman. Forty-years-old with six children.
6. Young, talented female musician.
7. White male orphan. Four-years-old, healthy and seemingly bright.

NAME _____ BOY _____ GIRL _____

A DAY IN MY LIFE

A. As it is now

B. Second thoughts

1. Who lives in your home?

Mother _____

Father _____

Sister (How Many) _____

Brother (How Many) _____

Other List _____

2. Name the jobs held outside the home.

Mother _____

Father _____

Sister _____

Brother _____

Other _____

2. Do you think it would be all right if jobs held outside the home were interchanged?

Yes _____ No _____

3. Here are some jobs people do around the house. In the space next to each job, check off who *should* do that kind of work.

Jobs	Mother	Father	Boy	Girl	All
Wash Clothes					
Fix Broken Steps					
Walk Dog					
Sew Clothes					
Make Beds					
Wash Dishes					
Make Supper					
Clean Kitchen Floor					
Fix Broken Windows					
Shop For Groceries					
Wax Car					
Change Flat Tire					
Shovel Snow					
Cut Grass					
Paint House					
Iron Clothes					

3. Here are some jobs people do around the house. In the space next to each job, check off who *does* that kind of work.

Jobs	Mother	Father	Boy	Girl	All
Wash Clothes					
Fix Broken Steps					
Walk Dog					
Sew Clothes					
Make Beds					
Wash Dishes					
Make Supper					
Clean Kitchen Floor					
Fix Broken Windows					
Shop For Groceries					
Wax Car					
Change Flat Tire					
Shovel Snow					
Cut Grass					
Paint House					
Iron Clothes					

A DAY IN MY LIFE (Continued):

4. When people relax they may do different things. Next to each activity below, check who *should* do each one.

Should be done mostly by

Activity	Boys	Girls	Men	Women	Any One
Read Newspaper					
Read Books					
Play Baseball					
Play Football					
Play Checkers					
Knit A Sweater					
Make A Rug					
Make A Cake					
Play With Toy Guns					
Paint Pictures					
Ride A Bike					
Work In Garden					
Make A Bookcase					
Go To A Boxing Match					
Play With Dolls					
Skip Rope					
Dance					

4. When people relax they may do different things. Next to each activity below, check who *does* each one.

Should be done mostly by

Activity	Boys	Girls	Men	Women	Any One
Read Newspaper					
Read Books					
Play Baseball					
Play Football					
Play Checkers					
Knit A Sweater					
Make A Rug					
Make A Cake					
Play With Toy Guns					
Paint Pictures					
Ride A Bike					
Work In Garden					
Make A Bookcase					
Go To A Boxing Match					
Play With Dolls					
Skip Rope					
Dance					

A DAY IN MY LIFE (Continued):

5. Who do you think of first when you read the following:

	OK For Boys	OK For Girls	OK For Both
Crying			
Fighting			
Courteous			
Angry			
Tough			
Studying			
Swearing			
Leadership			
Friendly			
Gentle			
Long Hair			
Sneakers			
Neatness			
Jeans			
Ties			
Jewelry			
Platform Shoes			
Bat Ball			
Cars			
Cooking			
Afro Hair Style			
Skirts			
Trains			
Babysitting			

6. Name 5 activities you do yourself

5. Who do you think of first when you read the following:

	OK For Boys	OK For Girls	OK For Both
Crying			
Fighting			
Courteous			
Angry			
Tough			
Studying			
Swearing			
Leadership			
Friendly			
Gentle			
Long Hair			
Sneakers			
Neatness			
Jeans			
Ties			
Jewelry			
Platform Shoes			
Bat Ball			
Cars			
Cooking			
Afro Hair Style			
Skirts			
Trains			
Babysitting			

6. Name 5 activities you have wanted to do

A DAY IN MY LIFE (Continued):

7. Name your 5 best friends

Friend's Names	Sex

7. Name 5 people you would like to be friends with

Friend's Names	Sex

8. Name 5 games you like to play with others

Game	Played With		
	Boys	Girls	Together

8. Name 5 games you always wanted to try

Game	Played With		
	Boys	Girls	Together

9. In your school are there more men or women in the following work?

Teacher		
Principal		
Nurse		
Lunch Aides		
Custodians		
Secretaries		
Crossing Guards		

9. Who do you think is best for the following school jobs?

Teacher		
Principal		
Nurse		
Lunch Aides		
Custodians		
Secretaries		
Crossing Guards		

A DAY IN MY LIFE (Continued):

10. List 5 jobs you might like to do as an adult.

10. List 5 different jobs you did not write down before that you now would be interested in doing.

11. List 5 television programs you like to watch, and tell if you think more boys or more girls like to watch them.

Television Show	Boys	Girls

11. List 5 television programs you like to watch, and tell if you think more boys or more girls like to watch them.

Television Show	Boys	Girls

Do you think both boys and girls could enjoy your favorite programs?

Yes _____ No _____

Do you think both boys and girls could enjoy your favorite programs?

Yes _____ No _____